

**THE INFLUENCE OF ENGLISH ABILITY, EDUCATION COST, AND
PERCEPTION ABOUT ABROAD EDUCATION QUALITY TOWARD
INTEREST TO CONTINUE STUDYING ABROAD OF EXCELLENT
CLASS STUDENTS OF ECONOMIC FACULTY
YOGYAKARTA STATE UNIVERSITY**

UNDERGRADUATE THESIS

This undergraduate thesis is submitted in partial fulfillment of the requirements to
obtain the degree of Bachelor of Education in Faculty of Economics
Yogyakarta State University



**By:
MIFTAKHUL KHOIRUN NIFFA
NIM. 14803241058**

**ACCOUNTING EDUCATION DEPARTMENT
FACULTY OF ECONOMICS
YOGYAKARTA STATE UNIVERSITY
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UNDERGRADUATE THESIS

By:
MIFTAKHUL KHOIRUN NIFFA
14803241058

Had been approved and validated on January 15th, 2018
To be defended in the front of Board of Examiners
Accounting Education Study Program
Faculty of Economics
Yogyakarta State University

Approved by
Supervisor

Prof. Sukirno, M.Si., Ph. D.
NIP. 19690414 199403 1 002

VALIDATION

The undergraduate thesis entitled:

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YOGYAKARTA STATE UNIVERSITY**

By:




MIFTAKHUL KHOIRUN NIFFA

14803241058

Had been defended in front of Examiners on January 17th, 2018

And had been successfully passed

BOARD OF EXAMINERS

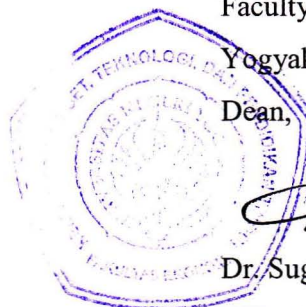
Full Name	Position	Signature	Date
Dhyah Setyorini, M. Si., Ak.	Chairman		19/1/2018
Prof. Sukirno, M. Si., Ph. D.	Secretary		19/1/2018
RR. Indah Mustikawati, SE., M. Si., Ak	Main Examiner		18/1/2018

Yogyakarta, January 19th, 2018

Faculty of Economics

Yogyakarta State University

Dean,



Dr. Sugiharsono, M.Si.

NIP. 19550328 198303 1 0024

DECLARATION OF AUTHENTICITY

I, the undersigned:

Name : Miftakhul Khoirun Niffa
NIM : 14803241058
Study Program : Accounting Education
Undergraduate thesis title : THE INFLUENCE OF ENGLISH ABILITY,
EDUCATION COST, AND PERCEPTION
ABOUT ABROAD EDUCATION QUALITY
TOWARD INTEREST TO CONTINUE
STUDYING ABROAD OF EXCELLENT
CLASS STUDENTS OF ECONOMIC
FACULTY YOGYAKARTA STATE
UNIVERSITY

Hereby I declare that this undergraduate thesis is my own original work. According to my knowledge, there is no work or opinion written or published by others, except as reference or citation by following the prevalent procedure of scientific writing.

Yogyakarta, January 15th, 2018

Writer,



Miftakhul Khoirun Niffa

NIM. 14803241058

MOTTO

“When there is a will, there is a way”

“We don’t meet people by accident. They are meant to cross our path for a reason”

-Rubyaanne-

“Dream it, Feel it, Believe it, Be it!”

-Author-

DEDICATION

This little research is dedicated to:

My Super Father, Widodo.

My Super Mother, Siti Khotimah.

My Super Younger Sister, Atsna Fakhriatul Fu'adah.

(Thankyou for all the love this whole time and forever)

BEM FE UNY Family (Esp. 2015).

EDS UNY Family (Esp. 2014).

UKMF INSPIRE FE UNY & INSPIRE FAMILY.

(Thankyou for all the experience, support, love, togetherness, spirit, dream,
warmness, kindness, and every way that lead me to a better person)

“Menantu Idaman” (Tante Frid, *Mbokdhe* Iin, Bibi Tir).

Diksi U 2014 .

(Thankyou for all of the moments and memories we have made)

-My Beloved Campus,

Yogyakarta State University-

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By:
Miftakhul Khoirun Niffa
14803241058

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh (1) Kemampuan Bahasa Inggris terhadap Minat Melanjutkan Studi ke Luar Negeri, (2) Biaya Pendidikan terhadap Minat Melanjutkan Studi ke Luar Negeri, (3) Persepsi tentang Kualitas Pendidikan di Luar Negeri terhadap Minat Melanjutkan Studi ke Luar Negeri, (4) Kemampuan Bahasa Inggris, Biaya Pendidikan, dan Persepsi tentang Kualitas Pendidikan di Luar Negeri secara bersama-sama terhadap Minat Melanjutkan Studi ke Luar Negeri Pada Mahasiswa Kelas Unggulan Fakultas Ekonomi UNY 2014.

Teknik pengumpulan data dilakukan dengan metode pengumpulan data dokumentasi dan kuisioner. Populasi dalam penelitian ini adalah mahasiswa strata satu (S1) kelas unggulan FE UNY 2014. Sampel sebanyak 70 responden yang ditentukan dengan teknik simple random sampling. Uji validitas instrumen menggunakan Korelasi Product Moment sedangkan untuk uji reliabilitas menggunakan Cronbach Alpha. Teknik analisis yang digunakan adalah analisis regresi linier berganda.

Hasil penelitian menunjukkan bahwa terdapat pengaruh (1) positif dan signifikan Kemampuan Bahasa Inggris terhadap Minat Melanjutkan Studi ke Luar Negeri dengan nilai koefisien regresi sebesar 0,331 dan nilai signifikansi sebesar 0,002, (2) negatif dan signifikan Biaya Pendidikan terhadap Minat Melanjutkan Studi ke Luar Negeri dengan nilai koefisien regresi sebesar -0,072 dan nilai signifikansi sebesar 0,032, (3) positif dan signifikan Persepsi tentang Kualitas Pendidikan di Luar Negeri terhadap Minat Melanjutkan Studi ke Luar Negeri dengan nilai koefisien regresi sebesar 1,374 dan nilai signifikansi sebesar 0,000, (4) Kemampuan Bahasa Inggris, Biaya Pendidikan, dan Persepsi tentang Pendidikan di Luar Negeri secara bersama-sama terhadap Minat Melanjutkan Studi ke Luar Negeri dengan nilai F_{hitung} sebesar 57,564 dengan nilai signifikansi F sebesar 0,00.

Kata Kunci: Minat Studi Lanjut ke Luar Negeri, Biaya Pendidikan, Kemampuan Bahasa Inggris, Persepsi.

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14803241058

ABSTRACT

This study aims to know the influence of (1) English Ability toward Interest to Continue Studying Abroad, (2) Education Cost toward Interest to Continue Studying Abroad, (3) Perception about Abroad Education Quality toward Interest to Continue Studying Abroad, and (4) English Ability, Education Cost, and Perception about the Quality of Education Abroad simultaneously toward Interest to Continue Studying Abroad of Excellent Class Students of Economic Faculty Yogyakarta State University 2014.

Data Collection Technique used in this research were documentation and questionnaire. Population of this research was the excellent class undergraduate students of Economic Faculty Yogyakarta State University 2014. The Sample were 70 respondents which determined by simple random sampling technique. Instrument validity test was determined by Product Moment Correlation while instrument reliability test used *Cronbach Alpha*. Data analysis technique used multiple linear regression.

The research showed that there is a (1) positive and significant influence of English Ability toward Interest to Continue Studying Abroad with the coefficient regression value of 0,331 and significance value of 0,002, (2) negative and significant influence of Education Cost toward Interest to Continue Studying Abroad with the coefficient regression value of -0,072 and significance value of 0,032, (3) positive and significant influence of Perception about Abroad Education Quality toward Interest to Continue Studying Abroad with the coefficient regression value of 1,374 and significance value of 0,000, (4) influence of English Ability, Education Cost, and Perception about Abroad Education Quality simultaneously toward Interest to Continue Studying Abroad with the F_{count} value of 57,564 and F significance value of 0,00.

Keyword: Interest to Continue Studying Abroad, Education Cost, English Ability, Perception

FOREWORD

First of all, I would like to thank Allah SWT the Almighty for all the blesses, mercy, and guidance, this Undergraduate Thesis entitled “The Influence of English Ability, Education Cost, and Perception about Abroad Education Quality toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty Yogyakarta State University 2014” can be finished.

I would like to kindly thank for all of people below who have given me helps and guidance so that this report can be smoothly finished.

1. Prof. Dr. Sutrisna Wibawa, M. Pd., Rector of Yogyakarta State University.
2. Dr. Sugiharsono, M. Si., Dean of Economic Faculty Yogyakarta State University.
3. Rr. Indah Mustikawati, SE., M. Si., Ak., Head of Accounting Education Department, Faculty of Economics, Yogyakarta State University.
4. Prof. Sukirno, S. Pd., M. Si., Ph. D., supervisor who has patiently guided me until this undergraduate thesis is finished.
5. The excellent class students of Economic Faculty 2014 & 2015 who wants to be the respondent of this research.
6. All of people who gives me supports and helps.

Hopefully, the kindness of all parties will be recorded as a goodness and will be easier in facing all of the business. I am aware if this research is not perfectly written yet and still have many mistakes. So, the suggestion for this research is very

needed to make this research better. Hopefully, this thesis will be useful for many parties.

Yogyakarta, January 10th, 2018

Writer,

A handwritten signature in black ink, appearing to read 'Miftakhul Khoirun Niffa'.

Miftakhul Khoirun Niffa

NIM. 14803241058

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Along with the development of the times, human needs continue to grow. Today, people are beginning to incorporate new needs as their basic needs. One such need is the need for educational services. Education is considered as an important necessity of life in supporting daily activities. This is due to the development of science and technology and the demands of globalization that want a qualified and professional human, and all of them formed through qualified education programs as well. Qualified education programs can be obtained through an appropriate educational institution.

Universities are institutions of service providers engaged in education. The existence of this institution is very dependent on the interest of students to enter as consumers. The condition of competition among educational institutions is shown from the provision of facilities and infrastructure that support education.

In Indonesia, there are 1,085 academics, 230 polytechnics, 2,363 high schools, 132 institutes, and 516 universities (Source: Higher Education Database of the Directorate General of Higher Education). The more colleges are standing with various courses offered, the more choices are given to consumers. In contrast, universities are currently competing to attract consumers by providing services and offering various advantages both in terms of facilities and infrastructure. This is done in order to win the competition with other educational institutions and provide satisfaction to consumers.

Marketing strategy to win the competition is through increased output and outcome generated by universities. Output and outcome is very important, both for producers and consumers. Output is the result obtained by universities and can be seen in a short period of time, while the outcome is the result obtained by universities whose impact will be felt and can be seen in a long period of time. One of the outputs of higher education is the creation of graduates who are competent, qualified, and globalized. The expected outcomes by universities are graduates who are able to compete with other college graduates and can produce positive impacts that bring good reputation of higher education. In order to prepare the global engineering graduates, Higher Education institutions are competing to internationalize their campus (Stroud, 2015).

Yogyakarta State University is a university which really encourages and supports all of its Human Resources to have global competence and competitiveness. This is in line with the vision of Yogyakarta State University (YSU), "In the Year 2025 became the World Class University of Education based on the principle of devotion, independence, and intellectuality." The real form of support provided is to provide programs that can add experience, knowledge, and international insight to one of its Human Resources element i.e students, in order to be able to compete with other global community. Many programs are offered in order to create global competitive outputs and outcomes, such as sit-in programs, study visits, international conferences, and so on.

These programs aim to support students to have the readiness to continue study abroad for the creation of output and outcome which is qualified and has a global competitiveness. However, the interest to continue study abroad that happened so far in YSU is quite low, especially in the students of excellent class who are students who are equipped with more international skills and insights than regular class students. Whereas, study abroad is an important tool in education along with further study is a major component of the internationalization effort of the campus (Loberg, 2012). From these explanations can be concluded if further studies abroad support the occurrence of campus internationalization.

People's interest is strongly influenced by several factors as proposed by Djaali (2013: 121), "Interest is essentially the acceptance of a relationship between oneself with something outside of self, the closer the relationship is, the greater the interest." Factors that encourage a person to continue study abroad derived from within a person, such as the ability of the individual English language. Usually someone who has English language skills above the average will choose to continue study abroad and develop the skills that have been owned. Good English skills will help them complete their studies and be more confident to continue their studies abroad.

Deviney and his colleagues (2014) conducted a study entitled "Why some students study abroad and others stay". The study investigated factors affecting student interest from two higher education institutions in the United States in choosing to continue studies abroad. Factors that influence in the

study varied from the education cost, support from family, difficulty in credit transfers due to differences in curriculum, and personal relationships. Stroud (2015) proves empirically in a dissertation entitled "Should I Stay or Should I Go?: Factors Impacting the Decision to Study Abroad Among Students Who Have Expressed Intent", that decision-making studies abroad in case studies of students who have stated their interest are influenced by factors Grade Passing Average (GPA), foreign language proficiency factor, education cost factor, and inaccurate graduation factor. Loberg (2012) conducted a study of US students at the University of California entitled "Exploring Factors that Lead to Participation in Study Abroad". The results revealed that support from origin university and curriculum / academic integration is a key factor affecting students to study abroad.

Based on the preliminary observation of pre-research questionnaire on March 10, 2017 in the excellent class students of Accounting Education, Economic Education, Accounting and Management study program 2014, produced data from 26 students who completed the questionnaire. From the 26 students who completed the questionnaires, 19 students stated that they had an interest in continuing their studies, with only 8 students interested in further study abroad, two students were not interested in studying abroad, and the remaining nine were hesitant. While 5 students stated that they were still hesitant about whether they want to continue their studies or not, and 2 students expressed no interest to continue their studies. In the results of the pre-research survey, it is also known that the average student who are not interested in

studying abroad is motivated by the English skills expressed by 6 students, the educational cost factors proposed by 5 students, and the socioeconomic status of the parents proposed by 2 students. While 5 students put forward the other factors such as ideas, academic ability, peer environment, and health conditions.

These earlier studies and the preliminary observations of the research indicate that most prove that decision-making for study abroad is influenced by education cost factor, family support and faculty, foreign language proficiency, curriculum and GPA. Based on the factors that influence the interest of study abroad in previous research, the researcher is interested to do research on the factors that influence the interest of continuing study abroad on the excellent class students of Economic Faculty YSU with the main focus on the factor of English ability, the education cost, and perceptions about abroad education quality with the title "The Influence of English Ability, Education Cost, and Perception about Abroad Education Quality toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty Yogyakarta State University".

B. Problem Identification

Based on the problem background mentioned above, then the formulation of the problem in this study are as follows:

1. The low interest to continue studying abroad among the excellent class students of Accounting Education Study Program 2014.

2. Campus support for its human resources in the campus internationalization program so that they are globalized is not accompanied by the high interest of human resources in the campus to continue studying abroad.
3. The student who are not interested in studying abroad is motivated by the English ability, education costs, socioeconomic status of parents and other factors.

C. Problem Limitation

The limitation of this problem aims to clarify the issues to be studied, so that this research reaches the goals and objectives that are expected optimally and to avoid different interpretations. Due to the many related factors and time limitation of the research, the researcher will focus on the interest to continue study abroad among the excellent class students of Economics Faculty YSU 2014.

Interest is influenced by many factors both external and internal factors. Given with the many factors, the researchers chose only three factors: English ability, education costs and perception about abroad education quality because of these factors are the reason which often raised by students at the time of pre-research surveys.

D. Problem Formulation

Based on the limitation of the problems mentioned above, then the formulation of the problem in this study are as follows:

1. How is the Influence of English Ability toward Interest to Continue Studying Abroad in Excellent Class Students of Economic Faculty YSU 2014?
2. How is the Influence of Education Cost toward Interest to Continue Studying Abroad in Excellent Class Students of Economic Faculty YSU 2014?
3. How is the Influence of Perception about Abroad Education Quality toward Interest to Continue Studying Abroad in Excellent Class Students of Economic Faculty YSU 2014?
4. How is the Influence of English Ability, Education Cost, and Perception about Abroad Education Quality toward Interest to Continue Studying Abroad in Excellent Class Students of Economic Faculty YSU 2014?

E. Research Objectives

Based on the problem formulation above, it can be formulated research objectives to be achieved as follows:

1. Knowing the Influence of English Ability toward Interest to Continue Studying Abroad in Excellent Class Students of Economic Faculty YSU 2014.
2. Knowing the Influence of the Education Cost toward Interest to Continue Studying Abroad in Excellent Class Students of Economic Faculty YSU 2014.

3. Knowing the Influence of Perception about Abroad Education Quality toward Interest to Continue Studying Abroad in Excellent Class Students of Economic Faculty YSU 2014.
4. Knowing the Influence of English Ability, Education Cost, and Perception about Abroad Education Quality toward Interest to Continue Studying Abroad in Excellent Class Students of Economic Faculty YSU 2014.

F. Research Benefits

By doing this research, it is expected to provide benefits for both theoretical and practical benefits as follows:

1. Theoretical Benefits

The results of this study are expected to contribute to the development of the educational world of science, especially the factors that influence the interest to continue study abroad.

2. Practical Benefits

- a. For the Institute of Education, it is expected that the results of this study can provide a concrete picture of the variables that significantly affect the interest of students to continue study abroad, as well as input for the manager in making decisions to maintain, continue to improve the quality of output and outcome, so it will be able to compete. In addition, with this research is expected to be a reference for the managers associated with the picture of Excellent Class Students Faculty of Economics 2014.

- b. For the writer, this research can be useful as an effort to deepen the problems that are related to the interest to continue study abroad and apply theories in the field.

CHAPTER II

LITERATURE REVIEW

A. Theory Review

1. Interest to Continue Studying Abroad

a. The Definition of Interest

According to Syaiful Bahri Djamarah (2008: 132) "Interest is a sedentary tendency to pay attention and remember some activities. A person who is interested in the activity will pay attention to the activity consistently with pleasure. "

Slameto (2010: 180) stated that "Interest is a more like and a sense of interest in a thing or activity, without anyone telling." From the statement can be concluded that someone who is interested in an activity will pay attention to the activity consistently with a sense of fun because it comes from within a person based on the feelings of love and the lack of coercion from outsiders. In other words, interest is a sense of preference and a sense of attachment to a thing or activity, without being forced.

Someone who is interested in something, they will not pay attention to anything else. Jacob W. Getels (in Syaiful Bahri Djamarah, 2008: 75) reveals that

an interest is a characteristic disposition, organized through experience, which impels an individual to seek out a particular object, activities, understanding, skills, or goals for attention or acquisition.

Thus, interest can be interpreted as a trend of organized nature based on someone's experience, which encourages a person or an individual to seek information or facts from an object, activity, understanding, ability, purpose or pure interest to be proficient in certain matters.

From the several definitions of interest presented above can be concluded that interest is the tendency of individuals to focus attention to the sense of preferences and a sense of attraction to a particular object or situation.

b. The Definition of Interest to Continue Studying Abroad

Interest to continue studying abroad is an individual's tendency to focus attention on the sense of interest and interest in learning situations abroad.

c. Elements of Interest

Someone is said to be interested in something when the individual has several elements, among others:

1) Caution

Someone is said to be interested if the individual is accompanied by the attention, that is, the high creativity of the soul that is solely fixed on an object, so someone who is interested in something that is sure to focus on some object.

2) Pleasure

Feelings of pleasure in the object of either person or thing will generate interest in a person, people feel attracted and then in turn arises the desire for the object to be theirs. Thus, the individual concerned tries to defend the object.

3) Willingness

Willingness is the impulse that is directed at a goal desired by the mind. This encouragement will give rise to an attention to an object. So that willingness shows interest of the individual concerned.

d. Characteristic of Interest

Interest is a high tendency towards something. The formation of interest begins with a feeling of pleasure and a positive attitude. There are three characteristics of interest as follows:

- 1) Interest raises a positive attitude from an object.
- 2) Interest is something fun and rises from an object.
- 3) Interest contains an element of appreciation, results a desire, and enthusiasm to get something desired.

e. Factors Affecting Interest

According to Slameto (2003: 180), interest is not brought from birth, but obtained later. Interest in something is the result of learning and contributing to further learning. This illustrates that interest can be grown and developed.

Interest does not arise suddenly from within the individual. Interests can arise in a person through the process. With attention and interaction with the environment, then the interest can develop. The emergence of this interest is usually characterized by encouragement, attention, pleasure, ability, and suitability or conformity.

The incidence of a person's interest is caused by several things, namely a sense of interest or pleasure, attention and needs. Interest arises from the feeling of pleasure and the dynamic tendency to behave on the basis of one's interest in certain types of activities. A person's feelings of pleasure will induce them impulse to immediately engage in activities.

Factors that affect a person's interests are:

1) Internal Factor

Internal factor is something that attracts someone who comes from the inside. According to Reber in Muhibbin Shah (2005: 151) internal factors are concentration of attention, curiosity, motivation, and needs.

2) External Factors

External factors are something that attracts someone who comes from the outside, such as: encouragement from parents, encouragement from teachers, peers, availability of infrastructure and facilities or environmental conditions.

Crow & Crow in Yuwono et al. (2008), mentions there are three aspects of interest in a person, as follow:

- 1) The drive from within to meet the needs of self as a source of movers to do something.
- 2) The need to relate to the social environment that will determine the position of the individual in their environment.
- 3) An individual feeling towards a job they do.

2. English Ability

a. The Definition of English Ability

Human capability is a very basic asset. This ability has evolved over the past centuries to enrich itself and to achieve higher cultural and educational developments.

In the Indonesian dictionary, the ability comes from the word "capable" which means power (can, capable, do something, can, be, rich, have an excessive wealth). Ability is a readiness to do something. Someone is said to be capable if they can do something they have to do.

According to Chaplin (1997), "ability (ability, skill, dexterity, talent, readiness) is the power to perform an act". "Ability can be an innate ability or a result of practice or practice" (Robbins, 2000).

While Slameto (2010: 56) stated that

"Ability is a skill that consists of three types: the ability to confront and adapt to new situations quickly and effectively, know / use abstract concepts effectively, know relationships and learn them quickly".

From these meanings, it can be concluded that the ability (ability) is the potential to master a skill that is innate or is the result of practice and used to do something that is realized through the actions. Each

individual has different levels of ability to perform an action. This ability affects the potential that exists within the individual.

Further Robbins (2000) states that the ability consists of 2 factors, namely:

- 1) Intellectual ability, is the ability to perform mental activity.
- 2) Physical ability, is the ability to perform activities based on strength and physical characteristics.

Language is the main tool for communicating in human life, both for the benefit of the individual and the social environment. Fachrurrozi and Erta Mahyuddin (2011: 6) put forward some sense of the language i.e

(a) language is a set of sounds that have a specific purpose and are organized by the rules of grammar (b) language is the expression of daily conversation of most people spoken at normal speed (c) language is a system for expressing intent (d) language is a set of rules of grammar and language composed of parts.

Language is an arbitrary vocal system, enabling all people in one particular culture or others who have studied the cultural system to communicate or interact.

Furthermore Siahaan (2008: 7) explains that language is one of the human heritage that plays an important role in human life itself, as in thinking, conveying ideas, and communicating with others. "Language is a unique human inheritance that plays the very important role in human" s life, such as in thinking, communicating ideas, and negotiating with the others ". In general, language is used as a tool to communicate. The

communication process will work well when both parties are equipped with knowledge of language and language skills. The mastery of vocabulary and grammar are two aspects that must be mastered by someone who wants to learn a language, especially a foreign language. Meanwhile, to actively communicate, skills that must be mastered include speaking skills, listening skills, writing skills, and reading skills.

Hardjono Rayner (2001: xxv) argues that English is one of the foreign languages / international languages making it the most widely spoken language in the world. We can see the position of English as an international language with the speakers of Anglofon (speakers of English) spread across five Continents. English is not only used by speakers of anglofon, but is used by the people of the world, especially the modern society. This is also due to various advantages in English, among others, namely in the wealth of idioms (special expressions), which is more varied and always growing than other European languages.

From these meanings, it can be concluded that the English ability is the ability or potential in mastering the competences of English, the language most widely used around the world.

b. Type of English Ability

These few decades according to Brown (2000: 230) the four skills of listening, speaking, writing and reading as an important and essential part in language learning. In line with Brown's opinion, Harmer (2002:

199) also mentions four basic skills in language are listening, speaking, reading and writing. Brown (2000: 230) prefers to integrate four skills into one unity, not separate. For example, in reading activities, before reading learners choose a topic, then listen to the instruction of educators (listening), students reading (reading), answering questions or writing important words (writing), then present the results of discussion or retell in their own sentences (speaking).

1) Listening Skills

The first skill is listening. Eka Kurniasis (2011: 73) stated that although speaking is the most important skill in communicating, listening skills is the first skill that must be mastered to understand the language. The reason according to Eka Kurniasis (2011: 73) as follows:

- a. First, no one can say a word before listening to it. Thus, the teacher must take into account that the level of language of input (listening) must be higher than the level of the production language (speaking).
- b. Second, in a conversation, one can respond accurately only after listening precisely. Our daily interactions prove that poor listening can lead to unnecessary arguments and problems.
- c. Third, listening constitutes half of the communication process.
- d. Fourth, children get the majority information through listening.

In accordance with the opinion of Eka Kurniasih above, listening skills are very important. Without mastering the listening skill, the learner can not pronounce a vocabulary.

Learners hear the pronunciation of the daddy's vocabulary as / 'dedi/ can pronounce the daddy vocabulary correctly. In a conversation, a person can respond to someone else's words after the person has heard well.

If people can not hear well it certainly can not respond well anyway. According to Eka Kurniasih (2011: 73), learners get the most information from listening activities.

However, foreign language listening skills are not easy. Brewster (2003: 98) stated that listening to a foreign language is hard work, especially for young children. Learners are not used to hearing English as a daily language, because the common language used is the mother tongue in the form of Indonesian and local languages. Everyone has an accent that is brought in his mother tongue, that is what makes the student difficult.

One thing to remember in listening skills, that listening is not a passive activity (Brewster, 2003: 98). Listening is not just listening, but also remembering in the memory of the brain. Remembering here not only remember once and forget, but also remember forever. Some things according to Brewster (2003: 98-101) that must be considered in teaching listening skills are as follows:

- a) Give the children confidence. Give the learners a sense of confidence to understand every vocabulary we are talking about.
- b) Explain why the children have to listen. Learners should be emphasized on the key points of listening purpose.
- c) Help children develop specific strategies for listening. Learners need to be helped in developing specific strategies for listening.
- d) Set a specific listening task. Help learners make lists to do before, during and after listening activities.
- e) Organize listening. Organizing listening activities can be done by familiarizing learners to listen to explanations from teachers, fellow students, videos, or cassettes or songs.

2) Speaking Skills

Brown (2000: 267) reveals the listening and speaking skills are very closely related, because these two skills are part of the conversation. In addition to already proficient listening, speaking skills require vocabulary word of students. Without students having vocabulary, students can not speak English. Speaking skills for students of elementary school age can use a variety of ways. Harmer (2002: 272-276) summarizes some activities that can be used in speaking activities as follows:

- a) Acting from a script or playing acting by memorizing the script.
- b) Communication games. In this case can use a puzzle, draw something, take objects according to the command of friends, to bring something similar or differentiate two similar images.
- c) Discussion in small groups, large groups or in pairs with a particular topic.
- d) Prepared talks or prepared conversations, in which case the teacher may prepare, or the students themselves.
- e) Questionnaires or a list of questions given to students on a spur of the moment.

- f) Simulation and role play or simulation and role play. In this case the script can be made teachers, students can also make their own.

3) Reading Skills

Readings are found everywhere, including in the world of learners. Even the main source of knowledge comes from books, with no reading skills of course students become difficult to understand the contents of the reading. Reading skills according to Brewster (2003: 110) in some contexts are given after speaking skills, especially when learners have not mastered the major language literacy or the mother tongue. However, when they have not mastered the literacy of their mother tongue, students have difficulty understanding foreign language literacy. Reading skills by Harmer (2002: 210) are divided into two, ie intensive reading and extensive reading. Extensive reading is to read at a glance and mark important information. While intensive reading is a full reading of comprehension, every detail in the reading should be understood.

4) Writing Skills

Brown (2000: 334) describes writing skills as a swimming activity, where swimming is done if there is a source of information that gives us knowledge of how to swim well, and done continuously. What Brown means is if you want to be good at writing

you must already have a source of information as a source of knowledge, both from books and teacher explanations and familiarized with writing. While Harmer (2002: 255) adds if writing skills are separate from listening and speaking skills, although they still have a close relationship. In this case writing has a discussion about the rules of writing, vocabulary, paragraph formation, and others that contain handwriting, spelling, composition of writing, and reading signs.

Brown (2000: 342) adds an important part in honing his writing skills is the possession of vocabulary. A good English writer is a writer who has a vocabulary of vocabulary in English. Likewise, with learners, the more vocabulary that is absorbed the cleverer students in writing skills.

Brown (2000: 346-356) conveys some points that need to be emphasized in teaching writing skills are:

- a) Get used to practice writing. In this case learners should be focused on a particular topic when writing, so not widened to other topics.
- b) Balance processes and results. In this case the educator must accompany during the writing process goes and how the results must be balanced with the process of learners.
- c) Expand the reference. Learners should get accustomed to get a lot of references not only from educators.
- d) Connect reading skills by writing. Basically, learners write what has been written, in this case can also be called with what writing has been read.
- e) Always give appreciation to the writing works.
- f) Educators should develop instructional techniques that connect before, during, and after writing activities.
- g) Educators should try to use interesting writing methods.

- h) Educators should be sensitive to the application of methods that correct and respond to student writing.
- i) Give clear commands, not to ask the students who do not need to be answered because the answer is clear.

So, skills in English there are four, namely listening, speaking, reading and writing. Although each skill has its own characteristics, these four skills are closely related and it can not stand alone. For example, when listening learning, students also recorded some important things (writing), then revisit after reading the note (reading), then expressed in his own language (speaking).

c. The Purpose of English Ability

In relation to the process of learning the language, it is necessary to know the main purpose of a language study, especially English. Based on Kemendikbud (2001: 8) that learning English has the following purpose:

1) Communication in English

Through the use of English for various cultural purposes and contexts, students develop communication skills that accustom them to interpret and express their thoughts, feelings and experiences through various oral and written English texts, to extend their interpersonal relations to the international level and to gain access to world of knowledge, ideas, and values in English.

2) Understanding of English as a System

The students reflect on the English used and the use of the English language, and foster an awareness of the nature of English, and the nature of their mother tongue through comparison. They increasingly understand the language work system, and finally recognize the power of language for humans as individuals and citizens.

3) Cultural Understanding

Students develop an understanding of the interrelationships between language and culture, and broaden their ability to cross cultures, engage in diversity.

4) General Knowledge

Students broaden their knowledge of language and relate to ideas related to their interests, world issues and concepts derived from a series of learning areas.

In order to learn a foreign language, a person should have a strong motivation to achieve the desired level of success. Failures in communicating can further spur them to be more active in trying to overcome the frustrations caused by these activities.

In order for learners to learn more effectively, they should be introduced to the language used in the classroom. Commands such as preparing a book, opening a page book are examples of languages that

learners should know and use from their first day learning a foreign language. Of course, it should be spoken by using a foreign language that they learned.

d. Type of English Competence

Individuals can communicate using spoken or written language. This speech or writing reflects that the person understands the rules in the language. Knowledge of the rules and rules in this language then Chomsky mentions the term competence. The definition of competence in general according to Brown (2000: 30) is

competence refers to one's underlying knowledge of a system, event, or fact. It is the non-observable ability to do something, to perform something.

A more specific definition of language competence, Brown goes on to mention that

in reference to language, competence is one's underlying knowledge of its system of rules grammar, its vocabulary, all the pieces of a language and how the pieces fit together.

Based on this definition it is clear that the competence of the language is more emphasized on the rules of grammar, vocabulary and all the parts that are related to each other. There are four components or subcategories put forward by Canale and Swain in (Brown, 2000: 247) which contain about one's components, namely:

- 1) Grammatical competence, contains the knowledge of lection elements and rules of morphology, syntax, semantics, and phonology;

- 2) Discourse competence, contains the ability to relate sentences to form a discourse and to form the meaning of a series of utterances. Discourse means everything from simple conversation to long written discourse. If grammar competence provides a focus on grammar at the sentence level, the competence of this discourse is more emphasis on the relationship between sentences;
- 3) Sociolinguistic competence, covering the sociocultural rules of language and knowledge of discourse. This competence requires an understanding of the social context in which the language is used that includes the roles of each participant, the information being addressed, and the interaction function;
- 4) Strategic competence, in the form of communication strategy both verbal and nonverbal used to remove barriers in communication both caused by the lack in performance and by lack of competence. This competence can also be said as a means to fix deficiencies, such as a lack of knowledge in grammar and to keep the communication process going, for example by revealing other possible simpler phrases, repetition, guessing and so on.

Based on the above description, the authors draw a conclusion that language has a central role in the intellectual, social, and emotional development of learners and is a key determinant to success in studying all areas of study. Language is expected to help learners recognize themselves, their culture and other cultures, express ideas and feelings,

participate in societies that use the language, make responsible decisions on a personal and social level, discover and use existing analytical and imaginative abilities in them.

e. Type of English Proficiency Tests

1) Test of English as a Foreign Language (TOEFL)

The Test of English as a Foreign Language (TOEFL) is a test of English proficiency with the American accent required to enter universities in America or other countries of the world. This test is indispensable for applicants or speakers whose primary language is not English. There are four types of English proficiency tested in the TOEFL test, namely Listening Comprehension (Structure and Written Expression), Structure and Written Expression (structure and expression in writing related to English Grammar or Grammar), Reading Comprehension, and Writing (write).

This type of TOEFL English test is generally required for college admission requirements in almost all US and Canadian universities for both Undergraduate (S-1) and Graduate (S-2 and S-3) programs, in Indonesia TOEFL is also required as one of graduation requirement. This TOEFL result is also used as a consideration of the English Language Ability from prospective students applying to other universities, including Europe and Australia.

TOEFL result score ranges from: 310 (minimum value) to 677 (maximum value) for PBT (paper-based test). Since 1998, the TOEFL is held online by computer (Computer-based Testing / CBT) and since 2005 called iBT (Internet-based Test). In places where CBT or iBT can not be implemented (because there is no computer facilities and internet network), TOEFL is still manually conducted using paper and paper based test. TOEFL results of the CBT version have values ranging from 0 to 300, while the value for iBT is from 0 to 120. (ETS, 2013)

Currently, there are four types of test options available, while the material discussed on the test will be the same, they differ in the level of technology needed to do that.

a. TOEFL Paper-Based Test (PBT)

This test is a TOEFL test that uses the most traditional approach. TOEFL PBT, provided in paper-based format. In most cases, the iBT format offers more security and faster assessment results. In some locations where the computer is not available, TOEFL PBT will continue to be used.

b. TOEFL Computer-Based Test (CBT)

Until now, this is the preferred method, because the TOEFL test can be recorded in the most accurate way possible, it can also eliminate unnecessary documents. In many places

around the world, CBT TOEFL is a format that will be experienced by international students.

c. TOEFL Internet-Based Test (iBT)

Since its inception in 2005, iBT TOEFL has replaced CBT as the most preferred method of taking the TOEFL test. The iBT format is the only form of TOEFL test that contains the speaking component. This is the main reason it has become a preferred TOEFL test among universities in the United States as it provides the most accurate representation of students' English conversation skills (USA Education Guide, 2013).

d. TOEFL Institutional Testing Program (ITP)

Institutional Testing Program (ITP) is one type of test issued ETS (English Testing Service) specifically for the Asian region. TOEFL ITP score is institutional, which means it is only used for specific instincts and local areas and does not apply to all countries in the world. Even so TOEFL ITP can still be used as a prerequisite for the submission of scholarships such as DAAD, Fullbright, StuNed, Monbukagusho, ADS and so on.

2) IELTS test

According to IELTS Introduction (2017) The International English Language Testing System (IELTS) measures the language skills of a person who wants to learn or work where English is used as a communication language. This test uses an assessment scale of

1 to 9 (nine-band scale) to clearly identify the level of proficiency, from non-English users (band score 1) to English (band score 9). IELTS is available in two versions, Academic for people applying for higher education or professional enrollment, and General Training for people who migrate to Australia, Canada and the UK, or apply for secondary education, training programs and work experience in English Living environment. Both versions provide a valid and accurate assessment of the four language abilities of listening, reading, writing and speaking.

The IELTS test was developed by some of the world's leading experts in language assessment. The test has an excellent international reputation, and is accepted by more than 10,000 organizations worldwide, including schools, universities, employers, immigration authorities and professional bodies. IELTS is the most widely accepted English test that uses a one-on-one speaking test to assess one's English communication skills. This means that the individual will be judged by having a real conversation with a real person. This is the most effective and natural way to test a person's English conversation skills.

3) TOEIC test

Test of English for International Communication (TOEIC) is an English Language Ability test for someone whose native language is not English (Educational Testing Service, 2017). This

test measures the ability to speak English in everyday life in someone who works in an international environment. The value of the TOEIC test indicates the extent to which a person can communicate in English with others in the business, commercial, and industrial world. This test requires no special knowledge or expertise in the vocabulary of someone who uses English in daily work activities.

3. Education Cost

Sri Rahayu and R. Wedi Rusmawan (2010) stated that the tuition fee (Education Cost) is one of the factors that encourage interest to follow PPAk (Pendidikan Profesi Akuntansi) at one of the universities. According to Levin (1987) in Nanang Fattah (2008), school finance is a process by which income and available resources are used to formulate and operationalize schools in different geographic areas and levels of education. The funding of this school is related with the field of political education and government funding programs and school administration.

The definition of cost according to Supriyono (2000) in Karina (2011) cost is the economic sacrifice made to obtain goods or services. According to Prof. Dr. Dedi Supriadi (2007) in Karina (2011), Education Cost is one of the instrumental input which is very important in the implementation of education. Costs in this sense have a wide scope, i.e all types of expenditures related to the administration of education, both in the form of money and goods and energy (which can be priced money).

There are several components in the cost of education according to Abdullah N.S. (1985), which includes:

- a. Improved teaching and learning activities
- b. Maintenance and replacement of educational facilities and infrastructure
- c. Improvement of student activities
- d. Welfare
- e. University housekeeping
- f. Cost of coaching, monitoring, monitoring and reporting.

According to Lupioyadi and Hamdani (2006), universities use different tuition fees for each student and program, among others:

- a. Based on the study program, for example: economics, engineering, language, law.
- b. Based on the student level, for example: different undergraduate students with postgraduate, where the cost for postgraduate is more expensive.
- c. Based on student credit expense.
- d. Based on the type of student program, for example: a program with a degree (S1) or non-degree / baccalaureate / diploma.
- e. Based on the time and place of the lecture, for example: the evening class differs from the regular class during the day.

According to Karina (2011), in this study Education Cost is the overall financial sacrifice issued by consumers (parents or students) for the purposes of education from beginning to end of education. Whether it is the

cost of registration and credits per semester, the cost of building donations, welfare funds and student facilities (Dana Kesejahteraan dan Fasilitas Mahasiswa) per semester and other tuition fees covering the cost of developing and financing curricular and extracurricular activities, equipment book costs, state exam fees, as well as other tuition fees used to support the lectures.

From some of the above exposure it can be concluded that the education cost is the overall financial sacrifice issued either by the parents of students or students for the purposes of education from beginning to end of education.

In research Riani Nurainah Lisnasari and Fitriany (2008) The expensive education cost has become a classic problem for almost all Indonesians who are studying and has become a barrier to entry for low income people. The cost of further study abroad is much greater than that of in-country study.

4. Perception about Abroad Education Quality

a. The Definition of Perception about Abroad Education Quality

Perception is one of the important psychological aspects for humans in responding to the presence of various aspects and symptoms around it. Perception contains a very broad sense, concerning the internal and external. Experts have given a diverse definition of perception, although in principle it has the same meaning. According to Kamus Besar

Bahasa Indonesia, perception is a direct response (reception) from something. The process of knowing a few things through the five senses.

Perception is the ability of the brain in translating the stimulus or the process to translate the stimulus that goes into the human senses (Sugihartono, 2007). Human perception there are different points of view in sensing. Some perceive something good or positive perceptions as well as negative perceptions that will affect visible or real human actions.

Bimo Walgito (2004) reveals that perception is a process of organizing, interpreting the stimulus received by organisms or individuals so that it becomes something meaningful, and is an integrated activity within the individual. Response as a result of perception can be taken by individuals with various forms. Which stimulus will get the response of the individual depends on the individual concerned. Based on this, feelings, ability to think, experiences owned by individuals are not the same, then in perceiving something stimulus, the results of perception may vary between individuals with each other.

Everyone has a tendency to see the same thing in different ways. These differences can be influenced by many factors, including knowledge, experience and point of view. Perception also intertwined with the way a person's view of a particular object in different ways by using the sense device owned, then trying to interpret it. Perceptions both positive and negative are like files that have been stored neatly in the realm of our subconscious mind. The file will appear immediately when

there is a stimulus that triggers it, there are events that open it. Perception is the result of the brain work in understanding or assessing something that happens around it (Waidi, 2006).

Jalaluddin Rahmat (2007) states that perception is the observation of objects, events or relationships obtained by concluding information and interpreting messages. Meanwhile, Suharman (2005) reveals that perception is a process of interpreting or interpreting information obtained through the system of the human sense device. According to him there are three aspects in the perception that are considered relevant to human cognition, namely the recording of the senses, pattern recognition, and attention.

From the above explanation can be drawn a common opinion that perception is a process that begins from the vision to form a response that occurs within the individual so that the individual is aware of everything in the environment through the senses it has.

Then according to the terms in the Kamus Besar Bahasa Indonesia, the word quality means the good or bad level of things. According Soewarso Hardjosudarmo, that the quality is a subjective assessment of the customer. This determination is determined by the customer's perception of products and services.

It can be concluded that Perception about Abroad Education Quality is a process of formation of assumption in the individual about the abroad education quality (whether it is good or not). These

assumptions vary among individuals according to subjective judgments of quality.

b. Terms of Perception Occurrence

According to (Sunaryo, 2004) the conditions of perception are as follows:

- 1) The existence of the perceived object.
- 2) The attention that is the first step as a preparation in holding a perception.
- 3) The existence of sensory/ receptor devices is a tool to receive stimuli.
- 4) Sensory nerves as a means to pass the stimulus to the brain, which then as a means to respond.

c. Factors Affecting Perception

According to Miftah Toha (2003), the factors that influence someone perception are as follows:

- 1) Internal factors, including individual feelings, attitudes and personalities, prejudices, desires or expectations, attention (focus), learning process, physical condition, psychiatric disorders, values and needs are also interests, and motivation.
- 2) External factors, including the background of the family, the information obtained, the knowledge and needs around, the intensity, the size, the opposite, the repetition of motion, the novelty and familiar or inelastic of an object.

According to Bimo Walgito (2004), the factors that play a role in the perception can be put forward several factors, namely:

1) Objects perceived

The object generates a stimulus that concerns the sense device or receptor. Stimulus may come from outside the perceiving individual, but can also come from within the individual concerned directly concerning the receiving nerve acting as a receptor.

2) The sense, nerve and nervous system

Sensory or receptor devices are a means of receiving stimuli, in addition there must also be sensory nerves as a means to pass the stimulus received receptors to the central nervous system, the brain as the center of consciousness. As a tool for making the necessary motor responses that can shape a person's perception.

3) Attention

To realize or in holding the perception of the necessary attention, which is the main step as a preparation in order to hold a perception. Attention is the concentration or concentration of all the individual activities directed to a set of objects. These factors make individual perceptions different from each other and will affect the individual in perceiving an object, the stimulus, although the object is really the same. The perception of a person or group can be very different from the perception of another person or group even if the situation is the same. Differences in perception can be traced to

individual differences, differences in personality, differences in attitudes or differences in motivation. Basically, the process of perception is formed within a person, but perception is also influenced by experience, learning process, and knowledge.

d. The Process of Perception Occurrence

According to Miftah Toha (2003: 145), the process of perception is based on several stages, namely:

1) Stimulus

The occurrence of perception begins when a person is faced with a stimulus/ stimulus that comes from the environment.

2) Registration

In the registration process, a visible phenomenon is the physical mechanism in the form of sensing and the condition of a person influences through the sense device he has. A person can listen or see the information sent to him, then register all the information sent to him.

3) Interpretation

Interpretation is a cognitive aspect of a very important perception of the process of giving meaning to the stimulus it receives. The process of interpretation depends on one's deepening, motivating, and personality.

e. Quality Indicators

According to Davin A. Gavin in (Suharsaputra, 2010), there are eight critical dimensions or categories of quality, namely:

- 1) Performance. The main product performance characteristics.
- 2) Feature (profile). Secondary aspects of performance, or additional performance of a product.
- 3) Reliability (confidence). The likelihood of a malfunctioning product or not working properly, with this context a product or service can be trusted in performing its function.
- 4) Conformance. Compatibility or fit with the wishes or needs of consumers.
- 5) Durability (endurance). Product durability or product lifespan, both economically and technically.
- 6) Serviceability. Speed, decency, competence, easy to repair.
- 7) Aesthetics (beauty). The beauty of the product in the design, taste, sound or smell of the product, and this is subjective.
- 8) Perceived quality. Quality in the view of customers or consumers.

f. Factors Affecting Quality

The quality achieved by students or an education is influenced by factors coming from inside and from outside, the factors according to UPI Education Administration Lecturers Team (2009) include:

- 1) Resources; schools should have the flexibility to manage all resources according to local needs. In addition to operational or administrative financing, financial management should be aimed at:
 - a) Strengthen schools in determining and isolating funds according to the priority scale that has been established for the quality improvement process.
 - b) Separation of academic costs from the procurement process
 - c) Reduction of central bureaucratic needs.
- 2) Accountability; schools are required to have accountability to both the public and the government. This is a combination of commitment to the standards of success and the expectations or demands of parents or the community. This accountability aims to ensure that public funds are used in accordance with established policies in order to improve the quality of education and where possible to present information on what has been done. To that end, each school must provide accountability reports and communicate with parents or community and government, and conduct a comprehensive review of the implementation of school priority programs in the process of improving the quality of education.
- 3) Curriculum; based on predetermined national curriculum standards, schools are responsible for developing a curriculum from both the content standard and the delivery process. Through the explanation that the material has its benefits and relevance to the students, the

school must create a fun learning environment and involve all the senses and layers of the brain and create challenges so that students grow and develop intellectually by mastering knowledge, skills, wisdom and wisdom, and has an emotional maturity. There are three that must be considered in this case:

- a) The development of the curriculum must meet the needs of the students.
 - b) How to develop management skills to present the curriculum to the students wherever possible effectively and efficiently with regard to available resources.
 - c) Developing various approaches that can manage change as a natural phenomenon in school.
- 4) School personnel; schools are responsible and involved in the recruitment process (in terms of determining the type of teacher required) and structural guidance of school staff (principals, vice principals, teachers and other staff). Meanwhile, professional development in the context of capacity building or the ability of school principals and the development of teacher skills in implementing curriculum including other education staff is done continuously on the initiative of the school. For that bureaucracy outside the school roles to provide containers and supporting instruments. In this context professional development must support

quality improvement and rewards toward achievement need to be developed.

B. Relevant Research

1. Thesis by Ni Kadek Winda Prasastiningsih (2015) entitled Influence of Motivation, Perception of Cost and Duration of Education on Student Interest to Continue Post Graduate Program in Accounting (Case Study In Accounting Student Program of Muhammadiyah University of Surakarta). The result of the research shows that: (1) Internal motivation individually influences student's interest to continue Post Graduate Program Accounting at significance level 0,05, with Internal Motivation Sig value 0,023 <0,05; (2) External Motivation individually affects the student's interest to continue Post Graduate Program in Accounting at the 0.05 significance level, with the sig value. External Motivation 0,000 <0.05; (3) Perception Costs individually affect the student's interest to continue Post-Master Program Accounting at the level of significance 0.05, with the value of sig. Perception Cost 0.035 <0.05; (4) The length of individual education affects the student's interest in continuing the Post Graduate Program in Accounting at the 0.05 significance level, with the sig value. Education Duration 0.021 <0.05. This research is relevant because it has the same research model and data analysis technique with the research that will be run by the writer.
2. Journal by David Deviney, et al (2014) entitled Why some students study abroad and others stay held at several universities in the United States. The results of his research indicate that continuing studies abroad can provide

students with a good intellectual development, such as a good open mind and have a higher tolerance attitude. However, there are several factors that influence the students in making decisions to continue study abroad, the cost of education, lack of support from the family, difficulties in the process of credit transfer, and personal relationships of students. This research is relevant to the research that the writer will do because this research analyzes the factors that influence the students to continue their study abroad so that it can be used as reference of previous research.

3. Desertation by Lisa Loberg (2012), Doctor of Education, University of California, Los Angeles entitled Exploring Factors that Lead to Participation in Study Abroad. The results of the study indicate that the factors that influence the student's decision to continue study abroad are the institutional culture abroad, faculty support for credit transfer, network for career after continuing study, development program, and some barriers to study abroad such as the growing myths abroad, perceptions, and cost / financial factors. This research is relevant to the research that the writer will do because this research analyzes the factors that influence the students to continue their study abroad so that it can be used as reference of previous research.
4. Desertation Jasmine R. Philips (2014), Doctor of Philosophy, University of Miami entitled Examining Predictors of U.S. Student Intent to Study Abroad from a Communication Perspective. The results showed that the level of competence of intercultural communication is not a predictor of interest to continue the study ($r = .02$). This shows that students will continue to study

abroad even if they do not have intercultural communication competence. In addition, face-to-face communication ($r = 39$) and computer-mediated communication ($r = 31$) communications are predictors that influence student interest in studying abroad. This means that students interest in studying abroad is influenced by online communication with peers and face-to-face communication with people who are important to them such as faculty, mentors, parents, and friends. This research is relevant to the research that the writer will do because this research analyzes the factors that influence the students to continue their study abroad so that it can be used as reference of previous research.

5. Journal by Bani Bacan H.Y and Luluk Nuriyah (2010) entitled Picture of Student's Perception of Fresh Graduate of University of Indonesia to Lecture or Working Abroad. The results showed that the respondents who chose to work were 20 people, who considered that foreign companies are very profitable are 14 people and six others replied that foreign companies are not always profitable. Whereas of the 35 respondents who chose to continue S2 there are 15 people, with details of 12 people choosing to continue study abroad, two people choose to continue study in the country only and one person prefer in both. In the respondents who chose to continue S2, 13 people chose to return to or remain in Indonesia, one person preferring to stay abroad and one person not fill out. This research is relevant to the research that the writer will do because this research analyzes the students'

perception toward the lecture or work abroad so that it can be used as reference of previous research especially about perception variable.

6. Desertation by April H. Stroud (2015) Doctor of Education, University of Massachusetts entitled Should I Stay or Should I Go?: Factors Impacting the Decision to Study Abroad Among Students Who Have Expressed Intent. The results show that studies abroad have excellent benefits, including open-mindedness and adaptation to foreign environments, new relationships, high tolerance, and so on. However, there are several factors that encourage someone to have a decision to study abroad. Among several existing external and internal factors, financial factors are the most prominent in this study. This research is relevant to the research that the writer will do because this research analyzes the factors that influence the students to continue study abroad so that can be used as reference of previous research especially about the variable of education cost.

C. Thinking Framework

1. The Influence of English Ability toward Interest to Continue Studying Abroad of Excellent Class Students of Economic Faculty YSU 2014.

English ability is the ability of a person in mastering the competence of English that includes the ability of grammar, listening skills, and the ability of reading. This English ability can be measured through TOEFL / IELTS / ProTEFL test results. Study abroad require good English language skills for daily communication needs in education. Someone who has good English skills will be more confident to continue their studies abroad,

because they know that their ability is good so it will not be difficult to study abroad. High confidence will further strengthen people's intention to continue study abroad. Therefore, based on the description, it is presumed to some extent that the English ability has a positive influence on the interest of continuing study abroad, i.e the better and higher the ability of a person's English will be the higher people's interest in continuing study abroad.

2. The Influence of Education Cost toward Interest to Continue Studying Abroad of Excellent Class Students of Economic Faculty YSU 2014.

The education cost is a cost incurred for education needs in order to conduct further study abroad. High education costs will lead the excellent class students discontinue the intention to continue study abroad because they has difficulties to meet the cost of education. Based on the description, it is alleged to some extent that the education cost has a negative effect on the interest to continue study abroad, i.e the higher the cost of education the lower the interest to continue study abroad.

3. The Influence of Perception about Abroad Education Quality toward Interest to Continue Studying Abroad of Excellent Class Students of Economic Faculty YSU 2014.

The perception about abroad education quality is a picture of the students about how well the quality of education is abroad. When students perceive that the abroad education quality is good then students will be more confident to continue study abroad. Similarly, when students perceive that the abroad education quality is not good then students will discontinue the

intention to continue study abroad because students are less confident about the quality of education offered.

4. The Influence of English Ability, Education Cost, and Perception about Abroad Education Quality toward Interest to Continue Studying Abroad of Excellent Class Students of Economic Faculty YSU 2014.

English ability is the ability of a person in mastering the competence of English that includes the ability of grammar, listening skills, and the ability of reading. This English ability can be measured through ProTEFL test results. Study abroad require a good English skills for daily communication needs in education. Someone who has good English skills will be more confident to continue their studies abroad, because they know that his/her ability is good so it will not be difficult to study abroad. High confidence will further strengthen people's intention to continue study abroad.

The education cost is a cost incurred for education needs in order to conduct study abroad. High education costs will lead the excellent class students discontinue the intention to study abroad because they have difficulties to meet the education cost. Based on the description, it is alleged to some extent that the education cost has a negative effect on the interest to continue study abroad, i.e the higher the cost of education the lower the interest to continue study abroad.

The perception about abroad education quality is a picture of the students about how well the abroad education quality is. When students

perceive that the abroad education quality is good then students will be more confident to continue study abroad. Similarly, when students perceive that the abroad education quality is not good then students will discontinue the intention to continue study abroad because students are less confident about the quality of education offered.

English ability, education costs and perception about abroad education quality are an important factor in increasing interest to continue studying abroad. Based on the description, it is suspected to some extent the higher the English proficiency and the lower the education cost as well as the better perception about abroad education quality it will further increase the interest to continue study abroad.

D. Research Paradigm

From the above framework shows that the three independent variables of English ability, education cost and perception about abroad education quality have an influence on the dependent variable of interest to continue studying abroad. To facilitate this research, the research paradigm is described as follows.

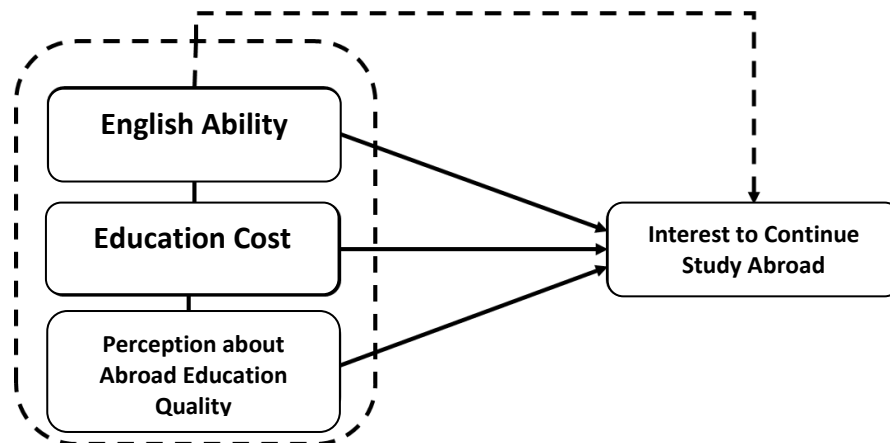


Figure 1. Research Paradigm

Information :

—————➔ : The influence of independent variables to dependent variable partially / individually.

- - - - -➔ : The influence of independent variables on the dependent variable simultaneously / together.

E. Research Hypothesis

Based on the theoretical foundations mentioned above, it can be proposed the research hypothesis and is expected to obtain the answers through this study are as follows:

1. There is a positive influence of English Ability toward Interest to Continue Studying Abroad of Excellent Class Students of Economic Faculty YSU 2014.
2. There is a negative influence of Education Cost toward Interest to Continue Studying Abroad of Excellent Class Students of Economic Faculty YSU 2014.

3. There is a positive influence of Perception about Abroad Education Quality toward Interest to Continue Studying Abroad of Excellent Class Students of Economic Faculty YSU 2014.
4. There is an influence of English Ability, Education Cost, and Perception about Abroad Education Quality toward Interest to Continue Studying Abroad in Excellent Class Students of Economic Faculty YSU 2014.

CHAPTER III

RESEARCH METHODOLOGY

A. Types of Research

This research is an ex post facto research that belongs to correlation study or causal research. Ex post facto research is a study in which the independent variables that influence the dependent variable have occurred when the research is done, so that the researcher can not manipulate and control the independent variable (Arikunto, 2013). This research is included in correlation research because this study involves data collection actions to determine whether there is a relationship and the level of relationship between two or more variables. In its implementation, this study aims to find the influence of independent variables, namely English Ability (X1), Education Cost (X2), and Perception about Abroad Education Quality (X3) on dependent variable that is Interests to Continue Studying Abroad (Y). While the approach used is a quantitative approach because the data obtained will be realized in the form of numbers and analyzed by using SPSS program.

B. Place and Time of Research

This research was conducted at Faculty of Economics, Yogyakarta State University which is located at Jalan Colombo Number 1 Karangmalang, Yogyakarta. This research was carried out in phases covering the preparation phase in August - September 2017. Implementation phase until reporting phase in October 2017 - January 2018.

C. Population and Sample

1. Population

According to Sugiyono (2013: 117), population is a generalization region consisting of subjects or objects which have certain qualities and characteristics set by researchers to be studied and then drawn conclusions. The population in this study are the students of excellent class of Accounting Education, Economics, Accounting, and Management study program of FE YSU 2014. There were 84 students with the following details:

Table 1. The Number of Research Respondents

Study Program	Amount
Accounting Education	20 students
Economics Education	16 students
Accounting	27 students
Management	21 students
Total	84 students

Source: Primary data

Consideration of researcher in choosing subject of research above because the excellent class students is a student which is expected to have advantages and superiority compared to student of regular class. These advantages include having a good English ability and more international insight, as evidenced by the presence of several faculty programs and courses which are not followed by regular classes such as English Camp and Sit in programs, as well as Academic writing, and International accounting courses. Researchers want to know whether with the advantages possessed, the excellent class students also have an interest to continue study abroad.

Researchers choosed to examine the excellent class students of Accounting Education, Economics, Accounting, and Management study program of Economic Faculty YSU 2014 because many of the excellent class students of Economic Faculty YSU 2013 upwards who do not go to campus because no more courses taken, so it was difficult to track and it will take a long time to complete the research.

2. Sample

Sugiyono (2015) argues that the sample is part of the number and characteristics possessed by the population. The technique used to determine the sample is a simple random sampling technique that is taking samples from all members of the population conducted randomly without regard to the strata in the population members (Sugiyono, 2015). Sampling is done by lottery method.

The determination of the number of samples can be calculated using the Slovin formula, as mentioned by Rahayu Setyaningsih (2016: 64) as follows:

$$n = \frac{N}{1 + Ne^2}$$

Information:

n = Sample quantity

N = Population size

e = Critical value (limit of accuracy) desired (Percentage of inaccuracy due to sampling error / 5%)

Based on the formula then it can be seen that the number of samples taken in this study are:

$$n = \frac{84}{1 + 84 \times (0,05)^2} = 69,42$$

Then it is known that the sample quantity that will be used is at least 69.42 rounded to 70 students. Because the population in this study consists of 4 classes, then the calculation is proportionally done. For more details about population and sample in research can be seen in table as follows:

Table 2. The Calculation of Research Sample

No	Class	Population	Sample
1	Accounting Education	20	$20/84 \times 70 = 17$
2	Economics Education	16	$16/84 \times 70 = 13$
3	Accounting	27	$27/84 \times 70 = 23$
4	Management	21	$21/84 \times 70 = 17$
Total		84	70

Source: Primary Data processed

D. Research Variables

The variables that exist in this research are as follows.

- a. English Ability (X1) as independent variable,
- b. Education Cost (X2) as independent variable,
- c. Perceptions about Abroad Education Quality (X3) as independent variable,
and
- d. Interest to Continue Studying Abroad (Y) as a dependent variable.

E. Definition of Operational Variable

1. English Ability

English ability is the ability of someone in mastering of English. In

conjunction with study abroad, English proficiency is an important variable, in which almost all of the requirements of admission to overseas universities require the ability of good English from the applicants. The ability of an individual English can be measured through tests. English proficiency tests used as a requirement for admission to study overseas are the TOEFL test (The Test of English as a Foreign Language) and the IELTS test (International English Language Testing System). The English language ability variable in this research will be measured using ProTEFL (Pro-efficiency the Test of English as a Foreign Language) score obtained by respondents during the last 3 years. Researchers use ProTEFL scores because the ProTEFL test is a test designed with a prediction similar to the TOEFL test so that the results of measurement of English ability through the ProTEFL test is also predicted almost the same as the TOEFL test. In addition, researchers used the results of ProTEFL test scores because most of the subjects of this study had not taken the TOEFL test.

The categorization or classification of ProTEFL score is equated with the TOEFL score classification according to Carson, et al (1990) in Sibaroni (2011) which is often used by experts i.e.

Table 3. ProTEFL Score Classification

Level of Classification	ProTEFL Score
Elementary	310 s.d 420
Low Intermediate	421 s.d 480
High Intermediate	481 s.d 520
Advanced	521 s.d 677

Source: Sibaroni (2011)

Then based on YSU academic regulation book year 2014 there is

classification of final value and its conversion as follows:

Table 4. Classification and Conversion of the Final Value

Final Value	Conversion with Letters	Conversion with Numbers
86-100	A	4,00
81-85	A-	3,67
76-80	B+	3,33
71-75	B	3,00
66-70	B-	2,67
61-65	C+	2,33
56-60	C	2,00
41-55	D	1,00
0-40	E	0,00

Source: Academic Regulatory Book of YSU 2014

However, because in the ProTEFL score classification there are only 4 categorizations, then the classification of English proficiency level is converted into the top 4 classifications of the academic rules. This is because the ProTEFL score obtained by the respondent is not possible to be 0, since the lowest score of the ProTEFL score obtained is 300, so it would be more appropriate if the ProTEFL score conversion is taken from the highest final value scale of the academic rule book. The results of the conversion are as follows:

Table 5. ProTEFL Score Conversion

Level of Classification	ProTEFL Score	Conversion with Letters	Score Range for Level	Average Score
Elementary	310 - 420	D	71-75	73
Low Intermediate	421 - 480	C	76-80	78
High Intermediate	481 - 520	B	81-85	83
Advanced	521 - 677	A	86-100	93

Source: Primary Data Processed

2. Education Cost

Education cost is the total financial sacrifice expended by either the student's parents or the student for the purpose of studying from the beginning to the end of education. In this study the education cost is measured using the following indicators:

- a. Increased teaching and learning activities
- b. Maintenance and replacement of educational facilities and infrastructure
- c. Improvement of student activities
- d. Welfare
- e. University housekeeping
- f. Cost of coaching, monitoring and reporting.

3. Perception about Abroad Education Quality

Perception about abroad education quality is a process of establishing an assumption in the individual about the abroad education quality (whether it is good or not). These assumptions vary among individuals according to subjective judgments of quality. To measure variables of Perception about Abroad Education Quality are used the following indicators.

- a. Resource.
- b. Accountability.
- c. Curriculum.
- d. Educational institution personnel

4. Interest to Continue Study Abroad

Interest is the passion or tendency of the heart towards something. This means that the passion and the tendency of the heart to continue study abroad. Factors affecting interest can be classified into two factors: internal factors and external factors.

- a. Internal Factors is a factors that come from within a person.
- b. External Factors is a factors that come from outside a person, for example from environmental factors or other factors.

To measure the interest to continue study abroad at Accounting Education, Economics Education, Accounting and Management Study Program of Economic Faculty YSU 2014 use the following indicators.

- a. The presence of an internal factor that includes:
 - 1) The curiosity about information about further study abroad.
 - 2) There is a sense of excitement and interest to continue study abroad.
 - 3) Attention to continue study abroad.
 - 4) There is willingness and desire to continue study abroad.
- b. Existence of external factors which include:
 - 1) The state of the family environment.
 - 2) Peoples environmental circumstances.
 - 3) State of the campus environment.
 - 4) State of society.

F. Data Collection Method

Data collection method is the way taken to obtain the data in accordance with the type of data required. In this research, data collection method used is documentation and questionnaire method.

1. Documentation

Documentation is derived from the word document which means the written items. According to T. Widodo (2009: 54), "Documentation techniques is a way of collecting data respondents or research population by taking written data (documents) that have been stored well". In carrying out the method of documentation, researchers can investigate books, magazines, documents, regulations, meeting minutes, diaries, and so on. This documentation method is used to obtain data on the number of students and English proficiency score data (ProTEFL).

2. Questionnaire

The questionnaire is a number of written questions that are used to obtain information from the respondent in the sense of reports about his personality or things he knows (Arikunto, 2013). This method is used to obtain data on Education Cost, Perception about Abroad Education Quality, and Interest to Continue Studying Abroad from the excellent class students of Economic Faculty YSU 2014.

G. Research Instruments

According to Suharsimi Arikunto (2013), the research instrument is a tool or facility used by researchers in collecting data to make the easier work and the better results, in a more thorough, complete, and systematic so that the data will be more easily processed. Therefore, the preparation of the instrument must be appropriate so that the data obtained according to the research needs. The instruments used in this study are as follows:

1. Research Instrument

a. Documentation

Documentation is used as a data amplifier obtained during the study. Documents used in the form of data on the number of students, data about the students ProTEFL score and questionnaires documents that have been filled by respondents. With the document is expected to facilitate in the analysis of research data.

b. Questionnaire

This research uses questionnaire instrument to obtain variable data of English Ability, Education Cost, Perception about Abroad Education Quality, and Interest to Continue Studying Abroad. The statements made in the questionnaire refer to the study of theory and modify from previous studies.

Questionnaire instrument used in the form of open and closed questionnaires. An open questionnaire was used to derive data from the English Ability variable, and a closed questionnaire was used to derive

data from the Education Cost, Perception about Abroad Education Quality, and Interest to Continue Studying Abroad. An open questionnaire used is a questionnaire contained fields that must be answered by respondents include name, department and class of year, and ProTEFL score. While the closed questionnaire includes questionnaires that the answer has been provided by the researcher so that the respondents just choose.

The stages of making this questionnaire is as follows.

- a. Making operational definitions of research instruments based on theoretical studies.
- b. Create indicators and instruments grid based on operational definition.
- c. Organize instrument items based on indicators and instrument grid.

In this study, the scoring of questionnaire instruments is using Likert scale modified into 4 alternative answers are SS (Strongly Agree), S (Agree), TS (Disagree), and STS (Strongly Disagree). Modifications on the Likert scale is done because it adjusts the characteristics of individuals who become the subject of research. The average individual characteristics of the subjects of this study were individuals who choose to be in a neutral position, therefore, to avoid the number of neutral options in the research questionnaire, the Likert scale was modified by the researchers. Statements prepared as instruments in the form of positive statements and negative statements which randomized with scoring guidelines as follows.

Table 6. Questionnaire Survey Guide

Alternative Answers	Score for Statement	
	Positive	Negative
Strongly Agree (SS)	4	1
Agree (S)	3	2
Disagree (TS)	2	3
Strongly Disagree (STS)	1	4

Source: Sugiyono (2010)

Based on the operational definition of each variable, the following will be presented the instrument grid used from each variable along with the number and number of items that have been planned by the researcher.

a. Instrument development grid of Education Cost

Table 7. Instrument Grid of Education Cost

No	Indicator	Item Number	Amount	Data Source
1	Improvement of teaching and learning activities	1,2*,3	3	Students
2	Maintenance and replacement of educational facilities and infrastructure	4,5,6*	3	
3	Improvement of student activities	7,8*,9	3	
4	Welfare	10*,11	2	
5	Household universities	12,13	2	
6	Coaching, monitoring and reporting costs	14,15*	2	
Total			15	

*): Negative statement points

Source: Abdullah N.S (2012)

- b. Instrument development grid of Perception about Education Quality Abroad

Table 8. Instruments Grid of Perception about Abroad Education Quality

No	Indicator	Item Number	Amount	Data Source
1	Resources	16, 17*, 18	3	Students
2	Accountability	19,20,21	3	
3	Curriculum	22, 23, 24*	3	
4	Educational institutions personnel	25, 26, 27	3	
Total			12	

*): Negative statement points

- c. Instrument development grid of Interest to Continue Studying Abroad

Table 9. Instrument Grid of Interest to Continue Studying Abroad

No	Indicator	Item Number	Amount	Data Source
1	Internal factor a. Curiosity b. Excitement c. Attention d. Willingness	28, 29* 34, 35* 30, 31 32*, 33	8	Students
2	External factor a. Family b. People Env. c. Campus d. Society	36*, 37 38, 39* 40, 41 42*, 43	8	
Jumlah			16	

*): Negative statement points

2. Research Instrument Trial Test

Research instrument trial test was conducted to find out whether the instrument was a good instrument for research. A good instrument must meet two important requirements that are valid and reliable. If the instrument has been tested its validity and reliability, it will be known which items are good

and will be used to collect data in research. Invalid and unreliable instruments will not be used.

In this study, testing of research instruments was conducted to 31 students outside the sample. This test is conducted to determine whether the items in the study instrument valid and reliable or not. The test of the instrument was conducted to 31 eminent class students scattered in Accounting, Accounting, Management, and Economic Education Department of Economics YSU 2015. The researcher chose respondents to test the research instrument because the students were expected to have the same characteristics with the subject of this research, the Excellent Class Students of Economic Faculty YSU 2014.

a. Validity Test

Validity test is used to get the level of validity of an instrument in order to get the accuracy between the actual data occurs on the data object which can be collected by the researcher. Valid means the instrument can be used to measure what is actually measured. This research uses validity test done by grain analysis. Testing instrument validity used product moment correlation technique from Karl Pearson with the following formula:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Information:

r_{xy} = correlation coefficient between variables x and y

N = number of respondents

$\sum X$ = total score of item

$\sum Y$ = total score of total items

$\sum X^2$ = sum of squares of item

$\sum Y^2$ = total score of the square of items

(Arikunto, 2013:213)

In this study, the instrument which is tested using the validity test is only a questionnaire instrument with closed questionnaire type only, that is for the variable of Education Cost, Perception about Abroad Education Quality, and Interest to Continue Studying Abroad. This is because the type of open questionnaire does not need to use validity test.

The value of r_{count} or correlation coefficient between the variables X and Y matched with the r_{table} product moment value at a significant level of 5%. If the r_{count} is greater than the 5% r_{table} then the instrument is valid. Conversely, if r_{count} smaller than r_{table} 5% then item of instrument is not valid.

Data on r_{table} with significance level of 5% with N of 30 obtained the number 0,361. This test is done by using SPSS 21 program. The result of questionnaire for each item in each research variable is as follows:

Table 10. The Result of Instrument Validity Test

No	Variable	Number of Starting Item	Number of Valid Item	Number of Invalid Item	Final Amount
1	Education Cost	15	13	2	13
2	Perception about Abroad Education Quality	12	10	2	10
3	Interest to Continue Studying Abroad	16	13	3	13
	Total	43	36	7	36

Source: Primary Data Processed

From the validity test results there are 7 invalid items that are statements number 2, 6, 17, 24, 32, 35, and 36 which furthermore this statement is considered not to be used because the r_{count} less than 0.361.

b. Reliability Estimation

Reliability is the level or degree of consistency of an instrument (Zainal Arifin, 2012: 258). In this study, to find the reliability estimation on the questionnaire is using the Alpha formula in Arikunto, (2013: 122) as follows:

$$r_{11} = \left(\frac{n}{n-1} \right) \left[1 - \frac{\sum \sigma_i^2}{\sigma_t^2} \right]$$

Information:

r_{11} = the reliability

n = number of item

$\sum \sigma_i^2$ = number of variants score of each item

σ_t^2 = total variance

(Arikunto, 2013: 122)

In this study, the instruments which is tested using reliability estimation are questionnaire instruments with closed questionnaire type only, that is for the variable of Education Cost, Perception about Abroad Education Quality, and Interest to Continue Studying Abroad. This is because the type of open questionnaire does not need to use validity test.

Calculation of scalability reliability estimation is accepted, if calculation result r_{count} is greater r_{table} 1 5%. According to Sugiyono (2013: 257) the level of results of the estimated reliability is as follows:

Table 11. Level of Reliability Estimation Result

The Value of r	Interpretation
Between 0,800 until 1,000	Very High
Between 0,600 until 0,799	High
Between 0,400 until 0,599	Medium
Between 0,200 until 0,399	Low
Between 0,000 until 0,199	Very Low

Source: Sugiyono (2013: 257)

Based on the results of questionnaire test data using SPSS 21 below questionnaire reliability estimation shows High and Very High interpretation. This means that the reliability of each tested instrument is reliably tested for use in this study.

Table 12. The Result of Reliability Estimation

Variable	Reliability Coefficient	Interpretation
Education Cost (X2)	0,719	High
Perception about Abroad Education Quality (X3)	0,914	Very High
Interest to Continue Studying Abroad (Y)	0,892	Very High

Source: Primary Data Processed

H. Data Analysis Technique

1. Descriptive Analysis

Descriptive analysis in this research is used to analyze the data obtained from the respondents through questionnaires that have been filled by them during the study which then presented in the form of data description of each variable (independent variable and dependent variable).

Description of data used include:

a. Mean, Median, Range and Standard Deviation

Mean value is the total number divided by the number of individuals. The median is a value that limits 50% of the upper frequency distribution and 50% of the lower frequency distribution. Determination of mean, median, range and standard deviation are done using SPSS software.

b. Frequency Distribution

In making the frequency distribution table carried out the following steps.

1) Determining the interval class

To determine the interval class used Sturges Rule formula in (Sugiyono, 2013: 35) as follows:

$$k = 1 + 3,3 \log n$$

Information:

k : number of data classes

n : number of observation data

\log : logarithm

2) Calculating the class range

To calculate the class range used the formula as follows:

$$\text{Class Range} = \text{Highest Score} - \text{Lowest Score}$$

3) Determining the length of the class

To determine the length of the class used the formula as follows:

$$\text{Class Length} = \frac{\text{Class Range}}{\text{Number of Interval Class}}$$

c. Categorization

The next description is to categorize the score of each variable. From the scores are then grouped into three categories, namely low, medium, and high. This categorization is based on ideal mean (M_i) and ideal deviation standard (SD_i) as follows:

$$M_i = \frac{1}{2} (\text{Highest Score} + \text{Lowest Score})$$

$$SD_i = \frac{1}{6} (\text{Highest Score} - \text{Lowest Score})$$

According to Saefuddin Azwar (2015: 149), to determine the category of components score used the rules as follows:

- 1) High category if all of the respondents score as much as the ideal mean plus 1 ideal standard deviation to above or $x \geq (M_i + 1.0 * SD_i)$.

- 2) Medium category if all of the respondents have an ideal mean score minus 1 ideal deviation standard and average score plus 1 standard ideal deviation or $(Mi - 1.0 * SDi) \leq x < (Mi + 1.0 * SDi)$.
- 3) Low category if all of the respondents have scores lower than ideal mean minus 1 ideal deviation standard or $x < (Mi - 1.0 * SDi)$.

2. Prerequisite Analysis Test

After performing the above steps, the data that has been collected must be tested first to be analyzed. Prerequisite testing is performed before hypothesis testing, which are:

a. Linearity Test

This linearity test aims to determine whether each independent variable (X) and dependent variable (Y) have a linear relationship or not. To know this, both variables must be tested by F test at a significance level of 5%. The formulas used according to Sutrisno Hadi (2014: 13) are as follows:

$$F = \frac{RK_{reg}}{RK_{res}}$$

Information:

F = the price of the number F for the regression line

Rkreg = the square of the regression line average

Rkres = the square of the residue average

Price of Fcount then consulted with Ftable price with 5% significance level. If Fcount is smaller or equal to Ftable, then independent variable (X) and dependent variable (Y) are linear. Conversely, if Fcount is greater than Ftable, then the relation of independent variable (X) and dependent variable (Y) is not linear.

b. Multicollinearity Test

Multicollinearity test aims to find out whether in the regression model is found a strong correlation between independent variables. A good regression model should show a correlation between independent variables (Husein Umar, 2004: 82). Multicollinearity test is done by looking at the value of Variance Inflation Factor (VIF) and Tolerance.

Tolerance value itself is a statistically justified an error rate, whereas the Variance Inflation Factor (VIF) is an inflation factor of quadratic deviation (Sunyoto, 2007: 89). The provision of VIF and Tolerance value scoring guideline is that if the VIF value is less than 10 and Tolerance is more than 0.1 then there is no multicollinearity.

c. Heteroscedasticity Test

Heteroskedasticity test aims to find out whether in a regression model there is an inequality or variance deviation from the residual of an observation to another observation. If the variance of a residual observation to another observation is fixed then it is called a homoscedasticity, while for different variance it is called a

heteroscedasticity. The regression model is said to be good if there is no heteroscedasticity (Sunyoto, 2007: 93).

The test was performed using the Glejser test. The glejser test states to regress the residual absolute value of the independent variable (Ghozali, 2006: 143). Guidance to know the occurrence of heteroscedasticity or not is if the significance of $< 5\%$ (0.05) then there is a heteroscedasticity, on the other hand if significance $> 5\%$ (0.05) then there is no heteroscedasticity and this research can be proceed.

3. Hypotheses Test

Hypotheses test in this study using regression analysis formula to test the influence between several independent variables on the dependent variable, because the independent variables more than one variable then the regression equation used is multiple regression. The steps to be taken are as follows:

a. Creating a Regression Line Equation of Three Predictors

$$Y = a + b_1x_1 + b_2x_2 + b_3x_3$$

Information:

Y	= Interest to Continue Studying Abroad
K	= Constants number
x_1	= English Ability
x_2	= Education Cost
x_3	= Perception about the Quality of Education Abroad

$\alpha_1, \alpha_2, \alpha_3$ = Predictor coefficient 1, predictor coefficient 2, predictor coefficient 3

(Sutrisno Hadi, 2004 : 28)

b. Simultan Test (F Test)

To find out whether or not the third hypothesis is accepted, look at F count and sig. F with a significance level of 0.05. The guidelines used are if the value of sig. F < 0.05 then the third hypothesis of the proposed independent variable can be accepted and otherwise if the value of sig. F > 0.05 then the hypothesis is rejected. The formula for the F test is:

$$F_{reg} = \frac{R^2(N + m - 1)}{m(1 - R^2)}$$

Information:

F_{reg} = F Price regression line

N = Case count

m = Predictors count

R = The correlation coefficient between criterium and predictors.

(Sutrisno Hadi, 2004 : 23)

c. Testing Significance with T test

This hypothesis testing will be used to determine the effect of independent variables partially to the dependent variable. According Sugiyono (2012: 266), the formula used is as follows:

$$t_i = \frac{b_i}{SE\ b_i}$$

Information:

t_i = t count

b_i = regression coefficient

SE = regression error standard

4. Finding Relative Contribution (SR) and Effective Contribution (SE)

a. Relative Contributions (SR)

The relative contribution is the percentage comparison between the relativity given by one independent variable to the dependent variable with the other independent variables. This relative contribution is used to find out how big the contribution of each predictor in comparison to the criteria value for predictive purposes. The formula used is as follows:

$$SR\% = \frac{a\sum xy}{JK_{reg}} \times 100\%$$

$$JK_{reg} = a_1x_1y + a_2x_2y + a_3x_3y$$

Information:

SR%= The relative contribution of a predictor

α = Predictor coefficient

α_1 = Predictor coefficient of English Ability

α_2 = Predictor coefficient Education Cost

α_3 = The coefficient of predictor of Perception about the Quality of Education Abroad

$\sum xy$ = The number of products between X and Y

JKreg = The sum of squares of regression

(Sutrisno Hadi,2004:37)

b. Effective Contributions (SE)

Effective Contribution are used to know the effectiveness of each of the predictors of criteria by taking into account other independent variables that are not examined. The formula used to calculate the effective contribution is:

$$SE\% = SR\% \times R^2$$

$$SE\%X_1 = SR\% \times X_1 \times R^2$$

$$SE\%X_2 = SR\% \times X_2 \times R^2$$

$$SE\%X_3 = SR\% \times X_3 \times R^2$$

Information:

SE% = Effective contribution of a predictor

SR% = The relative contribution of a predictor

R^2 = Coefficient of determination

$SE\%X_1$ = Effective contribution of English Ability variable (X_1)

$SE\%X_2$ = Effective contribution of Education Cost variable (X_2)

$SE\%X_3$ = Effective contribution of Perception about Abroad Education Quality variable (X_3)

(Sutrisno Hadi,2004: 39)

CHAPTER IV

RESULT OF RESEARCH ANF DISCUSSION

A. Result of Research

1. Data Description

The data used in this study was obtained by spreading the online questionnaire to the respondents. The number of questionnaires distributed to the 70 respondents in accordance with the number of research samples. Of all the returned questionnaires, researchers processed and analyzed data. Respondents in this study are the excellent class students study program including Accounting Education, Economics Study Program, Accounting Study Program, and Management of Economic Faculty YSU 2014.

Description of the data presented include the Mean (M), Median (Me), Deviation (SD), Range (Range), Minimum and Maximum Value. The data of this study include data on English Ability, Education Cost, Perception about the Quality of Education Abroad, and Interest to Continue Study Abroad. The results of the data description are shown in the following table:

Table 13. Research Data Description

	N	Range	Minimum	Maximum	Mean	Std. Deviation
English Ability	70	245	325	570	452,27	31,16
Education Cost	70	20	32	52	42,17	4,05
Perception about Abroad Education Quality	70	13	25	38	30,74	2,80
Interest to Continue Study Abroad	70	23	25	48	32,84	3,69
Valid N (listwise)	70					

Source: Primary Data Processed

a. English Ability Variable

Based on the information in the data description table above it can be seen that the English Ability variable has a minimum value of 325 which means that the lowest score of English Ability owned by the respondents of this study is 325, not lower than that value. The maximum value of 570 means that the highest score of English Ability owned by the respondents of this study is 570, no higher than that value. The range number of 245 represents the difference in value between the highest (maximum) and the lowest (minimum). Mean value shows a number of 452.57 which means that the value of English Ability owned by the respondents as a whole has an average of 452.57. The standard deviation score of 31.159 means that the level of dissemination of research data on English Ability variables reached 31.159.

b. Education Cost Variable

Based on the information in the data description table above it can be seen that the Education Cost variable has a minimum value of 32 which means that the lowest score of Education Cost owned by the respondents of this study is 32, not lower than that value. The maximum value of 52 means that the highest score of Education Cost owned by the respondents of this study is 52, no higher than that value. The range number of 20 represents the difference in value between the highest (maximum) and the lowest (minimum). Mean value shows a number of 42,17 which means that the value of Education Cost owned by the

respondents as a whole has an average of 42,17. The standard deviation score of 31.159 means that the level of dissemination of research data on Education Cost variables reached 4,054.

c. Perception about Abroad Education Quality Variable

Based on the information in the data description table above it can be seen that the Perception about Abroad Education Quality variable has a minimum value of 25 which means that the lowest score of Perception about Abroad Education Quality owned by the respondents of this study is 25, not lower than that value. The maximum value of 38 means that the highest score of Perception about Abroad Education Quality owned by the respondents of this study is 38, no higher than that value. The range number of 13 represents the difference in value between the highest (maximum) and the lowest (minimum). Mean value shows a number of 30,74 which means that the value of Perception about Abroad Education Quality owned by the respondents as a whole has an average of 30,74. The standard deviation score of 2,796 means that the level of dissemination of research data on Perception about Abroad Education Quality variables reached 2,796.

d. Interest to Continue Studying Abroad Variable

Based on the information in the data description table above it can be seen that the Interest to Continue Studying Abroad variable has a minimum value of 25 which means that the lowest score of Interest to Continue Studying Abroad owned by the respondents of this study is

25, not lower than that value. The maximum value of 48 means that the highest score of Interest to Continue Study Abroad owned by the respondents of this study is 48, no higher than that value. The range number of 23 represents the difference in value between the highest (maximum) and the lowest (minimum). Mean value shows a number of 32,84 which means that the value of Interest to Continue Studying Abroad owned by the respondents as a whole has an average of 32,84. The standard deviation score of 3,693 means that the level of dissemination of research data on Interest to Continue Studying Abroad variables reached 3,693.

2. Description of Respondent Characteristic

In this section will be described on the characteristics of respondents in the form of tables. Based on data that has been obtained during data collection, the characteristics of respondents will be elaborated in detail, description of respondent characteristics based on the study program is presented in the following table:

Table 14. Frequency Distribution of Respondents According to Study Program

Study Program	F	Percentage
Accounting Education	17	24,29%
Economic Education	13	18,57%
Accounting	23	32,85%
Management	17	24,29%
Total	70	100%

Source: Primary Data Processed

Based on table 14, it can be concluded that the respondents from the Accounting Education Study Program are 17 respondents (24.29%), Economic Education Study Program are 13 respondents (18.57%), Accounting Study Program are 23 respondents (32.85%) and Management Study Program are 17 respondents (24.29%). It can be concluded that the majority of the excellent class student of Economic Faculty YSU 2014 who become respondents came from the Accounting Program.

3. Description of Research Variable

This research consists of three independent variables, namely English Ability, Education Cost and Perception about Abroad Education Quality while the dependent variable is Interest to Continue Studying Abroad. In this section will be described the data one by one based on the answers and data from respondents who collected through the questionnaire.

a. Interest to Continue Studying Abroad Variable

Data of Interest to Continue Studying Abroad is obtained from a questionnaire consisting of 13 items of statement. The questionnaire was prepared using a modified Likert Scale consisting of 4 alternative answers. The score is given a maximum of 4 and at least 1, so as to obtain the ideal score of 52 and the ideal lowest score 13. Based on data research processed using computer assistance program SPSS 21, Interest to Continue Studying Abroad variable has the highest score of 48, the lowest score of 25, the mean score of 32.84, the median score of 33, the mode score of 34, and the standard deviation score of 3.69. Frequency

distribution table of Interest to Continue Studying Abroad variable is as follows:

Table 15. Frequency Distribution Table of Interest to Continue Studying Abroad Variable

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)
1	25-27	3	4,29%	3	4,29%
2	28-30	18	25,71%	21	30,00%
3	31-33	20	28,57%	41	58,57%
4	34-36	21	30,00%	62	88,57%
5	37-39	4	5,71%	66	94,29%
6	40-42	3	4,29%	69	98,57%
7	43-45	0	0,00%	69	98,57%
8	46-48	1	1,43%	70	100,00%
	Jumlah	70			

Source: Primary Data Processed

Based on the above frequency distribution table, then determined the categorization of the Interests to Continue Studying Abroad variable. Categorization of Interest to Continue Studying Abroad uses ideal score criteria by first calculating the ideal mean (Mi) and ideal deviation standard (SDi). The calculations are as follows:

$$\begin{aligned}
 \text{Mi} &= \frac{1}{2} (\text{Highest Score} + \text{Lowest Score}) \\
 &= \frac{1}{2} (48 + 25) \\
 &= 36,5
 \end{aligned}$$

$$\begin{aligned}
 \text{SDi} &= \frac{1}{6} (\text{Highest Score} - \text{Lowest Score}) \\
 &= \frac{1}{6} (48 - 25) \\
 &= 3,83
 \end{aligned}$$

$$\text{Mi} + \text{SDi} = 36,5 + 3,83 = 40,33$$

$$\text{Mi} - \text{SDi} = 36,5 - 3,83 = 32,67$$

Based on the above calculation, the categorization of Interest to Continue Studying Abroad is as follows:

$$\text{High} = X > M_i + SD_i = X > 40,33$$

$$\text{Medium} = M_i - SD_i \leq X \leq M_i + SD_i = 32,67 \leq X \leq 40,33$$

$$\text{Low} = X < M_i - SD_i = X < 32,67$$

Based on the above categories, can be made identification table of the variables category of Interest to Continue Studying Abroad as follows:

Table 16. Variable Category of Interest to Continue Study Abroad

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	> 40,33	1	1,43%	1	1,43%	High
2	32,67 - 40,33	37	52,86%	38	54,29%	Medium
3	< 32,67	32	45,71%	70	100,00%	Low
	Total	70	100,00%			

Source: Primary Data Processed

Based on the above table, the variables of Interest to Continue Studying Abroad in high frequency category is 1 (1.43%), medium category is 37 (52,86%), and low frequency category is 32 (45,71%). These data indicate that the trend of the Interest to Continue Studying Abroad Variables is in the medium category.

With the same steps above, the variable category of Interest to Continue Studying Abroad can be separated by Educational (Accounting Education and Economic Education) study program and Non-Educational

(Accounting and Management) study program. The variable category based on Educational study Program is:

Table 17. Variable Category of Interest to Continue Studying Abroad Based on Educational Study Program

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	> 35,33	4	13,33%	4	13,33%	High
2	30,67 - 35,33	20	66,67%	24	80,00%	Medium
3	< 30,67	6	20,00%	30	100,00%	Low
	Total	30	100,00%			

Source: Primary Data Processed

Based on the above table, the variables of Interest to Continue Studying Abroad in high frequency category is 4 (13,33%), medium category is 20 (66,67%), and low frequency category is 6 (20%). These data indicate that the trend of the Interest to Continue Studying Abroad Variables based on Educational Study Program is in the medium category.

While The variable category of Interest to Continue Studying Abroad based on Non-Educational study Program is:

Table 18. Variable Category of Interest to Continue Studying Abroad Based on Non-Educational Study Program

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	> 40,33	1	1,43%	1	1,43%	High
2	32,67 - 40,33	17	24,29%	18	25,71%	Medium
3	< 32,67	22	31,43%	40	57,14%	Low
	Total	40	100,00%			

Source: Primary Data Processed

Based on the above table, the variables of Interest to Continue Studying Abroad in high frequency category is 1 (1,43%), medium category is 17 (24,29%), and low frequency category is 22 (31,43%).

These data indicate that the trend of the Interest to Continue Studying Abroad Variables based on Non-Educational Study Program is in the low category.

b. English Ability Variable

The English Ability variable data was obtained from the questionnaire containing the ProTEFL score (Proficiency Test of English as a Foreign Language) of the student with the number of respondents 70 students. Based on the research data, English Ability variables have the highest score of 570, the lowest score of 325, the mean score of 452.27, the median score of 451.5, the mode score of 450, and the standard deviation score of 31.16. The English frequency variable distribution table is as follows:

Table 19. Frequency Distribution Table of English Ability Variable

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)
1	325-355	1	1,43%	1	1,43%
2	356-386	1	1,43%	2	2,86%
3	387-417	2	2,86%	4	5,71%
4	418-448	21	30,00%	25	35,71%
5	449-479	38	54,29%	63	90,00%
6	480-510	5	7,14%	68	97,14%
7	511-541	1	1,43%	69	98,57%
8	542-573	1	1,43%	70	100,00%
	Total	70			

Source: Primary Data Processed

Based on the above frequency distribution table, then determined the categorization of the English Ability variable. Categorization of

Interests to Continue Study Abroad uses ideal score criteria by first calculating the ideal mean (Mi) and ideal deviation standard (SDi). The calculations are as follows:

$$\begin{aligned} \text{Mi} &= \frac{1}{2} (\text{Highest Score} + \text{Lowest Score}) \\ &= \frac{1}{2} (570 + 325) \\ &= 447,5 \end{aligned}$$

$$\begin{aligned} \text{SDi} &= \frac{1}{6} (\text{Highest Score} - \text{Lowest Score}) \\ &= \frac{1}{6} (570 - 325) \\ &= 40,83 \end{aligned}$$

$$\text{Mi} + \text{SDi} = 447,5 + 40,83 = 488,33$$

$$\text{Mi} - \text{SDi} = 447,5 - 40,83 = 406,67$$

Based on the above calculation, the categorization of English Ability is as follows:

$$\text{High} = X > \text{Mi} + \text{SDi} = X > 488,33$$

$$\text{Medium} = \text{Mi} - \text{SDi} \leq X \leq \text{Mi} + \text{SDi} = 406,67 \leq X \leq 488,33$$

$$\text{Low} = X < \text{Mi} - \text{SDi} = X < 406,67$$

Based on the above categories, can be made identification table of the variables category English Ability as follows:

Table 20. Variable Category of English Ability

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	> 488,33	6	8,57%	6	8,57%	High
2	406,67 - 488,83	62	88,57%	68	97,14%	Medium
3	< 406,67	2	2,86%	70	100,00%	Low
	Total	70	100,00%			

Source: Primary Data Processed

Based on the above table, the variables of English Ability in high frequency category is 6 (8,57%), medium category is 62 (88,57%), and low frequency category is 2 (2,86%). These data indicate that the trend of the English Ability Variables is in the medium category.

With the same steps above, the variable category of English Ability can be separated by Educational (Accounting Education and Economic Education) study program and Non-Educational (Accounting and Management) study program. The variable category based on Educational study Program is:

Table 21. Variable Category of English Ability Based on Educational Study Program

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	> 448,33	29	41,43%	29	41,43%	High
2	386,67 - 448,33	0	0,00%	29	41,43%	Medium
3	< 386,67	1	1,43%	30	42,86%	Low
	Total	30	100,00%			

Source: Primary Data Processed

Based on the above table, the variables of English Ability in high frequency category is 29 (41,43%), medium category is 0 (0,00%), and low frequency category is 1 (1,43%). These data indicate that the trend of

the English Ability Variables based on Educational Study Program is in the high category.

While The variable category of English Ability based on Non-Educational study Program is:

Table 22. Variable Category of English Ability Based on Non-Educational Study Program

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	> 504,67	2	2,86%	2	2,86%	High
2	437,33 - 504,67	25	35,71%	27	38,57%	Medium
3	< 437,33	13	18,57%	40	57,14%	Low
	Total	40	100,00%			

Source: Primary Data Processed

Based on the above table, the variables of English Ability in high frequency category is 2 (2,86%), medium category is 25 (35,71%), and low frequency category is 13 (18,57%). These data indicate that the trend of the English Ability Variables based on Non-Educational Study Program is in the medium category.

c. Education Cost Variable

The data of Education Cost variable is obtained from a questionnaire consisting of 13 items of statement. The questionnaire was prepared using a modified Likert Scale consisting of 4 alternative answers. The highest score is 4 and the lowest score is 1, so as to obtain the ideal highest score of 52 and the ideal lowest score 13. Based on research data is processed, the Education Cost variable has the highest score of 52, the lowest score of 32, the mean score of 42.17, median score

of 42, a mode score of 45, and a standard deviation score of 4.05. The frequency distribution tables of variable are as follows.

Table 23. Frequency Distribution Table of Education Cost Variable

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)
1	32-34	2	2,86%	2	2,86%
2	35-37	0	0,00%	2	2,86%
3	38-40	28	40,00%	30	42,86%
4	41-43	10	14,29%	40	57,14%
5	44-46	21	30,00%	61	87,14%
6	47-49	8	11,43%	69	98,57%
7	50-52	1	1,43%	70	100,00%
	Total	70			

Source: Primary Data Processed

Based on the above frequency distribution table, then determined the categorization of Education Cost variables. Categorization of Education Cost uses ideal score criteria by first calculating the ideal mean (Mi) and ideal deviation standard (Sdi). The calculations are as follows:

$$\begin{aligned}
 \text{Mi} &= \frac{1}{2} (\text{Highest Score} + \text{Lowest Score}) \\
 &= \frac{1}{2} (52 + 32) \\
 &= 42
 \end{aligned}$$

$$\begin{aligned}
 \text{Sdi} &= \frac{1}{6} (\text{Highest Score} - \text{Lowest Score}) \\
 &= \frac{1}{6} (52 - 32) \\
 &= 3,33
 \end{aligned}$$

$$\text{Mi} + \text{Sdi} = 42 + 3,33 = 45,33$$

$$\text{Mi} - \text{Sdi} = 42 - 3,33 = 38,67$$

Based on the above calculation, the categorization of Education Cost is as follows:

$$\text{High} = X > Mi + Sdi = X > 45,33$$

$$\text{Medium} = Mi - Sdi \leq X \leq Mi + Sdi = 38,67 \leq X \leq 45,33$$

$$\text{Low} = X < Mi - Sdi = X < 38,67$$

Based on the above categories, can be made table of identification of the variables category of Education Cost as follows:

Table 24. Variabel Category of Education Cost

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	> 45,33	30	42,86%	30	42,86%	High
2	38,67 – 45,33	25	35,71%	55	78,57%	Medium
3	< 38,67	15	21,43%	70	100,00%	Low
	Total	70	100,00%			

Source: Primary Data Processed

Based on the above table, the variables of Education Cost in high frequency category is 30 (42,86%), medium category is 25 (35,71%), and low frequency category is 15 (21,43%). These data indicate that the trend of the Education Cost variable is in the High category.

With the same steps above, the variable category of Education Cost can be separated by Educational (Accounting Education and Economic Education) study program and Non-Educational (Accounting and Management) study program. The variable category based on Educational study Program is:

Table 25. Variable Category of Education Cost Based on Educational Study Program

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	> 45,33	16	40,00%	16	40,00%	High
2	38,67 - 45,33	23	57,50%	39	97,50%	Medium
3	< 38,67	1	2,50%	40	100,00%	Low
	Total	40	100,00%			

Source: Primary Data Processed

Based on the above table, the variables of Education Cost in high frequency category is 16 (40,00%), medium category is 23 (57,50%), and low frequency category is 1 (2,50%). These data indicate that the trend of the Education Cost Variables based on Educational Study Program is in the medium category.

While The variable category of Education Cost based on Non-Educational study Program is:

Table 26. Variable Category of Education Cost Based on Non-Educational Study Program

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	> 42,67	2	5,00%	2	5,00%	High
2	37,33 - 42,67	37	92,50%	39	97,50%	Medium
3	< 37,33	1	2,50%	40	100,00%	Low
	Total	40	100,00%			

Source: Primary Data Processed

Based on the above table, the variables of Education Cost in high frequency category is 2 (5,00%), medium category is 37 (92,50%), and low frequency category is 1 (2,50%). These data indicate that the trend of the English Ability Variables based on Non-Educational Study Program is in the medium category.

d. Perception about Abroad Education Quality Variable

Data of Perception about Abroad Education Quality variable is obtained from a questionnaire consisting of 10 items of statement. The questionnaire was prepared using a modified Likert Scale consisting of 4 alternative answers. The score is given maximum 4 and minimum 1, so as to get the ideal highest score of 40 and the ideal lowest score 10. Based on the research data is processed, the Perception about Abroad Education Quality variable has the highest score of 38, the lowest score of 25, the mean score of 30, 74, the median score of 30, the mode score of 29, and the standard deviation score of 2.80. Frequency distribution tables of Perception about Abroad Education Quality are as follows.

Table 27. Frequency Distribution Table of Perception about Abroad Education Quality Variable

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)
1	25-26	1	1,43%	1	1,43%
2	27-28	10	14,29%	11	15,71%
3	29-30	33	47,14%	44	62,86%
4	31-32	9	12,86%	53	75,71%
5	33-34	9	12,86%	62	88,57%
6	35-36	2	2,86%	64	91,43%
7	37-38	6	8,57%	70	100,00%
	Total	70			

Source: Primary Data Processed

Based on the above frequency distribution table, then determined the categorization of the Perception about Abroad Education Quality variables. Categorization of Perception about Abroad Education Quality

variable uses ideal score criteria by first calculating the ideal mean (Mi) and ideal deviation standard (SDi). The calculations are as follows:

$$\begin{aligned} \text{Mi} &= \frac{1}{2} (\text{Highest Score} + \text{Lowest Score}) \\ &= \frac{1}{2} (38 + 25) \\ &= 31,5 \end{aligned}$$

$$\begin{aligned} \text{SDi} &= \frac{1}{6} (\text{Highest Score} - \text{Lowest Score}) \\ &= \frac{1}{6} (38 - 25) \\ &= 2,17 \end{aligned}$$

$$\text{Mi} + \text{SDi} = 31,5 + 2,17 = 33,67$$

$$\text{Mi} - \text{SDi} = 31,5 - 2,17 = 29,33$$

Based on the above calculation, the categorization of Perception about Abroad Education Quality is as follows:

$$\text{High} = X > \text{Mi} + \text{SDi} = X > 33,67$$

$$\text{Medium} = \text{Mi} - \text{SDi} \leq X \leq \text{Mi} + \text{SDi} = 29,33 \leq X \leq 33,67$$

$$\text{Low} = X < \text{Mi} - \text{SDi} = X < 29,33$$

Based on the above categories, can be made table of identification of the variables category of Perception about Abroad Education Quality as follows:

Table 28. Variable Category of Perception about Abroad Education Quality

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	> 33,67	17	24,29%	17	24,29%	High
2	29,33 - 33,67	23	32,86%	40	57,14%	Medium
3	< 29,33	30	42,86%	70	100,00%	Low
	Total	70	100,00%			

Source: Primary Data Processed

Based on the table above, the variables of Perception about Abroad Education Quality in high frequency category is 17 (24,29%), medium category is 23 (32,86%), and low frequency category is 30 (42,86%). These data indicate that the student assumed that the abroad education quality is in a low category.

With the same steps above, the variable category of Perception about Abroad Education Quality can be separated by Educational (Accounting Education and Economic Education) study program and Non-Educational (Accounting and Management) study program. The variable category based on Educational study Program is:

Table 29. Variable Category of Perception about Abroad Education Quality Based on Educational Study Program

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	> 33,67	6	20,00%	6	20,00%	High
2	29,33 - 33,67	14	46,67%	20	66,67%	Medium
3	< 29,33	10	33,33%	30	100,00%	Low
	Total	30	100,00%			

Source: Primary Data Processed

Based on the above table, the variables of Perception about Abroad Education Quality in high frequency category is 6 (20,00%), medium

category is 14 (46,67%), and low frequency category is 10 (33,33%). These data indicate that the trend of the Perception about Abroad Education Quality Variables based on Educational Study Program is in the medium category.

While The variable category of Perception about Abroad Education Quality based on Non-Educational study Program is:

Table 30. Variable Category of Perception about Abroad Education Quality Based on Non-Educational Study Program

No	Interval Class	Frequency (F)	F (%)	Cumulative Frequency (FK)	FK (%)	Category
1	> 34,33	5	12,50%	5	12,50%	High
2	30,67 - 34,33	8	20,00%	13	32,50%	Medium
3	< 30,67	27	67,50%	40	100,00%	Low
	Total	40	100,00%			

Source: Primary Data Processed

Based on the above table, the variables of Education Cost in high frequency category is 5 (12,50%), medium category is 8 (20,00%), and low frequency category is 27 (67,50%). These data indicate that the trend of the English Ability Variables based on Non-Educational Study Program is in the low category.

B. Data Analysis

1. Result of Prerequisite Analysis Test

a. Linearity Test

Linearity test is a procedure used to determine whether it is linear or not the relationship between independent variables with dependent

variable. Can be said to be linear if the increase in the score contained in the independent variable followed by the increase in the score on the dependent variable. Linearity test is obtained by using F Test. Criteria to assess the test of linearity is when the value of $P > 5\%$ (0.05), then the relationship of independent variables with the dependent variable. In addition, the assessment is also done by using the F test, the price of F_{count} consulted with the price F_{table} with 5% significance level. The criteria is that if F_{count} is equal to or less than F_{table} then regression is linear. Otherwise, if F_{count} is greater than F_{table} , the relationship between each independent variable and the dependent variable is not linear.

After calculation by using computer aid program SPSS 21 in Attachment of Classic Assumption, linearity test result that is as follows:

Table 31. Result of Linearity Test

Variable	F_{count}	P	Conclusion
$X_1 - Y$	0,899	0,412	Linear
$X_2 - Y$	0,563	0,862	Linear
$X_3 - Y$	1,881	0,067	Linear

Source: Primary Data Processed

Information :

X_1 : English Ability Variable

X_2 : Education Cost Variable

X_3 : Perception about Abroad Education Quality Variable

Y : Interest to Continue Studying Abroad Variable

From the results it can be seen that the value of $P / \text{Sig} > 0,05$. It can be concluded that all independent variables with dependent variables have a linear relationship.

b. Multicollinearity Test

Multicollinearity test is a form of testing for assumptions in multiple regression analysis. The assumption of multicollinearity states that the independent variable must be free from symptoms of multicollinearity, if there are symptoms of multicollinearity then the relationship between the independent variables with the dependent variable will be disturbed so that the regression model obtained is not valid. One way to detect the presence or absence of multicollinearity in the regression model can be seen from the Tolerance Value and VIF values.

Table 32. The Result of Multicollinearity Test

Variable	VIF	Tolerance	Interpretation
X_1	1,001	0,999	There is no multicollinearity
X_2	1,003	0,997	There is no multicollinearity
X_3	1,001	0,999	There is no multicollinearity

Source: Primary Data Processed

The result of multicollinearity test among independent variables shows that Variance Inflation Factor (VIF) of each independent variable is not more than 10. English Ability Variables (X_1) indicates value of VIF 1,001, Educational Cost variable (X_2) shows VIF value of 1.003, and variable Perception about the Quality of Education Abroad (X_3) shows the value of VIF 1,001.

In addition to the valuation based on the VIF value it also uses Tolerance value, provided that the Tolerance value is more than 0.1. English Language Ability Variable (X_1) shows Tolerance value 0,999, Education Cost variable (X_2) shows Tolerance value 0,997, and Perception about Abroad Education Quality (X_3) shows Tolerance value 0,999. Thus, it can be concluded that the test results from multicollinearity does not cause symptoms of multicollinearity between independent variables and data analysis can proceed to hypothesis testing.

c. Heteroscedasticity Test

Heteroskedasticity test aims to test the occurrence of residual variation one residual observation to another observation in a regression model, where in one regression model was not obtained the existence of heteroscedasticity. Calculation of heteroscedasticity test is done by using SPSS 21 computer program.

Detection of whether or not heteroscedasticity is done by using Glejser model, that is by comparing sig t_{count} with sig that has been done that is 5% (0,05). If the sig t_{count} is greater than 0.05 then there is no heteroscedasticity, otherwise if the sig t_{count} is less than 0.05 then there is heteroscedasticity. Summary of heteroscedasticity test results are as follow:

Table 33. The Result of Heteroscedasticity Test

No	Independent Variables	t_{count}	Sig.	Interpretation
1	English Ability	0,402	0,689	There is no heteroscedasticity
2	Education Cost	1,585	0,118	There is no heteroscedasticity
3	Perception about Abroad Education Quality	1,643	0,115	There is no heteroscedasticity

Source: Primary Data Processed

Based on the table, the result of the English Ability variable has the sig t_{count} value of 0.402, the Education Cost variable has the sig t_{count} value of 1.585, and the Perception about Abroad Education Quality has the sig t_{count} value of 1.643. Then it can be seen also that all Sig values in the table are greater than 0.05. Thus, it can be concluded that in the regression model there is no heteroscedasticity.

2. The Result of Hypothesis Testing

Hypothesis in a study is a temporary answer from the formulation of the problem, therefore to prove the truth reliably it must be tested first. Hypothesis testing in this study using multiple linear regression test.

a. Finding the Regression Lines Equation with Three Predictors

Data analysis used for hypothesis testing in this research is multiple regression analysis. The series of multiple regression results can be seen in the following table:

Table 34. The Result of Multiple Regression Test

Independent Variables	Regression Coefficient	T Count	Sig t
Constanta	-2,135	1,374	0,000
X1	0,331	5,010	0,002
X2	-0,072	3,566	0,032
X3	1,374	9,822	0,000
F count	57,564		
F table	2,744		
R	0,223		
R^2	0,500		
Sig F	0,000		
<i>Adjusted R Square</i>	0,006		

Source: Primary Data Processed

Based on the results of multiple linear regression calculations shown in the table above, the equation of the regression line is as follows:

$$Y = -2,135 + 0,331X1 - 0,072X2 + 1,374X3$$

X1 coefficient value is 0.331 which means that if English ability increased 1 point then the interest of the excellent class student to continue study abroad will rise by 0.331 units with the assumption X2 and X3 remain. X2 coefficient value is -0.072 which means if the education cost increased 1 point then the interest of the excellent class student to continue study abroad will drop by 0.072 units with the assumption X1 and X3 remain. X3 coefficient value is 1.374 which means if the perception about abroad education quality increased 1 point

then the interest of the excellent class student to continue studying abroad will rise by 1.374 units with the assumption X_1 and X_2 remain. From the research results can also be seen that the value of regression correlation (R) is a positive value between English Ability, Education Cost, and Perception about Abroad Education Quality on Interest to Continue Study Abroad by 0,223. The value of constanta number in this research is -2,135. It means that if $X_1=X_2=0$, the value of Interest to Continue Studying Abroad is -2,135. The negative value of constanta happened because of the high difference level of each variable score, that is 325-570 for English Ability variable, 32-52 for Education Cost variable, 25-38 for Perception about Abroad Education Quality variable, and 25-48 for Interest to Continue Studying Abroad variable. But, it has no significant effect for the regression equation because the research data has been tested for prerequisite analysis i.e Linearity test, Multicollinearity test and Heteroscedasticity test.

b. Partial Test (t Test)

The t test is a test to show the individual influence of the independent variables present in the model to the dependent variable. It is intended to find out how far the influence of one independent variable in explaining the dependent variable. To show the influence of individual independent variable to dependent variable can also be seen at its significance value.

1. The Influence of English Ability toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014

Based on the results of partial calculations of the influence of English Ability on Interest to Continue Study Abroad obtained regression coefficient value of 0.331. At the significance level of 5%, it can be seen t_{count} of 5.010 with a significance value of 0.002 because the regression coefficient has a positive value and significance value (p) <0.05 then the first hypothesis that stated if "There is a positive influence of English Ability on Interest to Continue Study Abroad of the Excellent Class Student of Economic Faculty YSU 2014" is accepted. The higher the students' English Ability, the higher the interest to continue their study abroad at the excellent class student of Economic Faculty YSU 2014.

2. The Influence of Education Cost toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014

Based on the results of partial calculations of the influence of Education Cost on Interest to Continue Study Abroad obtained regression coefficient value of -0.072. At the significance level of 5%, it can be seen t_{count} of 0,566 with a significance value of 0.032 because the regression coefficient has a positive value and

significance value (p) < 0.05 then the first hypothesis that stated if "There is a negative influence of Education Cost toward Interest to Continue Studying Abroad of the Excellent Class Student of Economic Faculty YSU 2014" is accepted. The higher the students' Education Cost, the lower the interest to continue their study abroad at the excellent class student of Economic Faculty YSU 2014.

3. The Influence of Perception about Abroad Education Quality toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014

Based on the results of partial calculations of the influence of Perception about Abroad Education Quality toward Interest to Continue Studying Abroad obtained regression coefficient value of 1,374. At the significance level of 5%, it can be seen t_{count} of 9,822 with a significance value of 0.000 because the regression coefficient has a positive value and significance value (p) < 0.05 then the first hypothesis that stated if "There is a positive influence of Perception about Abroad Education Quality toward Interest to Continue Studying Abroad of the Excellent Class Student of Economic Faculty YSU 2014" is accepted. The higher the students' Education Cost, the higher the interest to continue their study abroad at the excellent class student of Economic Faculty YSU 2014.

c. Simultan Test (F Test)

The simultan test is used to find out whether the independent variables i.e English Ability, Education Cost, and Perception about Abroad Education Quality simultaneously influence the dependent variable that is Interest to Continue Studying Abroad. Based on the result of simultan calculation, the influence of English Ability, Education Cost, and Perception about Abroad Education Quality toward Interest to Continue Studying Abroad variable at the 5% significance level, obtained Fcount value of 57,564 with F significance value of 0.000. Because the significance value of $F < 0.05$ then the fourth hypothesis which stated "There is influence of English Ability, Education Cost, and Perception about Abroad Education Quality simultaneously toward Interest to Continue Studying Abroad of the Exellent Class Students of Economic Faculty YSU 2014" is accepted. This implies that the variables of English Ability, Education Cost, and Perception about Abroad Education Quality have a significant effect toward the Interest to Continue Studying Abroad of the Excellent Class Student of Economic Faculty YSU 2014.

d. Finding Determination Coefficient (R^2)

The determination coefficient is used to indicate how much the percentage of independent variables (English Ability, Education Cost, and Perception about Abroad Education Quality) together explain the variance of dependent variable (Interest to Continue Studying Abroad).

The result of multiple regression test shows that the coefficient of determination (R^2) is 0,500 or 50%. The scores indicate that 50% of Interest to Continue Studying Abroad is influenced by English Ability, Education Cost, and Perception about Abroad Education Quality. While the rest is 50% influenced by other variables which is not examined in this study.

e. Relative Contribution (SR) and Effective Contribution (SE)

To know the relative contribution of each variable, presented table as below:

Table 35. Summary of Variable

No	Variable	Coefficient	Total Result
1	English Ability	0,331	5.495
2	Education Cost	0,072	2.657
3	Perception about Abroad Education Quality	1,374	2.152

Source: Primary Data Processed

$$\begin{aligned}
 JK_{reg} &= a_1 \sum x_1 + a_2 \sum x_2 + a_3 \sum x_3 \\
 &= (0,331 \times 5.495) + (0,072 \times 2.657) + (1,374 \times 2.152) \\
 &= 1.818.845 + 191.304 + 2.956.848 \\
 &= 4.966.997
 \end{aligned}$$

Predictor $X_1 =$

$$SR\% = \frac{a_1 \sum x_1 y}{JK_{reg}} \times 100\%$$

$$SR\% = \frac{1.818.845}{4.966.997} \times 100\%$$

$$SR\% = 36,62\%$$

Predictor $X_2 =$

$$SR\% = \frac{a_2 \sum x_2 y}{JK_{reg}} \times 100\%$$

$$SR\% = \frac{191.304}{4.966.997} \times 100\%$$

$$SR\% = 3,85\%$$

Predictor $X_3 =$

$$SR\% = \frac{a_3 \sum x_3 y}{JK_{reg}} \times 100\%$$

$$SR\% = \frac{2.956.848}{4.966.997} \times 100\%$$

$$SR\% = 59,53\%$$

To know the Effective Contribution is calculated as follows:

$$JK_{tot} = SR\%X_1 + SR\%X_2 + SR\%X_3$$

$$= 36,62\% + 3,85\% + 59,53\%$$

$$= 100\%$$

$$EGR = JK_{reg} / JK_{tot}$$

$$= 4.966.997 / 100 = 49.669,97$$

$$SE\%X_1 = SR\%X_1 \times R^2$$

$$= 36,62\% \times 0,50$$

$$= 18,31$$

$$SE\%X_2 = SR\%X_2 \times R^2$$

$$= 3,85\% \times 0,50$$

$$= 1,925$$

$$SE\%X_3 = SR\%X_3 \times R^2$$

$$= 59,53\% \times 0,50$$

$$= 29,765$$

The result of relative contribution and effective contribution can be seen in the table below:

Table 36. The Summary of Relative and Effective Contribution

No	Variables	Contribution	
		Relative (%)	Effective(%)
1	English Ability	36,62%	18,31%
2	Education Cost	3,85%	1,92%
3	Perception about Abroad Education Quality	59,53%	29,77%
Total		100%	50%

Source: Primary Data Processed

The relative contribution of the influence of English Ability is 36.62%, the influence of the Education Cost is 3.85%, and the Perception about Abroad Education Quality is 59.53% of Interest to Continue Study Abroad of the Excellent Class Student of Economic Faculty YSU 2014. Effective contribution of the influence of English Ability is 18.31%, the influence of Education Cost is 1.925%, and Perception about Abroad Education Quality is 29.765% of Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014.

Based on the table, English Ability, Education Cost, and Perception about Abroad Education Quality provide 50% effective contribution to the Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014, while the remain 50% influenced by the other variables which is not investigated in this study.

C. Discussion

Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014 are generally influenced by various factors.

This study aims to determine the influence of English Ability, Education Cost, and Perception about Abroad Education Quality on Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014, the results can be described in the following explanation:

1. The Influence of English Ability toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014.

Indicators included in the English Ability variable are measured through ProTEFL test scores of students issued by P2LB LPPMP YSU. Based on the description of research data it can be seen that the English Ability the Excellent Class Students of Economic Faculty YSU 2014 is on the trend of medium category with the frequency of 62 students (88,57%). So, it can be said that most of the excellent class students of Economic Faculty YSU 2014 have medium English ability.

The result of the research supports the first hypothesis that the English Ability (X1) variable has a significant positive influence toward the Interest to Continue Studying Abroad of the excellent class students of Economic Faculty YSU 2014 (Y). This is indicated by the value of regression coefficient X1 of 0.331 which states that each increase in English ability of 1 unit will increase the Interest to Continue Studying Abroad the excellent class students of Economic Faculty YSU 2014 amounted to 0.331 units. This means the direction of the model is positive. Based on the data analysis results obtained t_{count} value of 5.010

whose value is above t_{table} of 1.9976. This result indicates that t_{count} is greater than t_{table} , it means there is a positive influence of English Ability toward Interest to Continue Studying Abroad the excellent class students of Economic Faculty YSU 2014. Besides, value probability significance of English Ability equal to 0,002 which is less than 0,05 it can be stated that the English Ability has a significant influence toward the Interest to Continue Studying Abroad the excellent class students of Economic Faculty YSU 2014 so that hypothesis 1 is supported with a trust level of 95%. These results indicate that the higher the English Ability then the higher the Interest to Continue Studying Abroad the excellent class students of Economic Faculty YSU 2014, otherwise if the lower the English Ability, the lower the Interest to Continue Studying Abroad the excellent class students of Economic Faculty YSU 2014.

These results reinforce previous research conducted by Jasmine R. Philips, Doctor of Physiology, University of Miami entitled Examining Predictors of U.S. Student Intent to Study Abroad from a Communication Perspective. The results showed that students' interest in studying abroad was influenced by online communication with peers and face-to-face communication with people important to them such as faculty, mentors, parents, and friends who needed English language skills which is quite adequate.

This result has the same finding with the previous research stated above is predicted because the same purpose of English which described

by the researcher. This research describes the purpose of English Ability based on Kemendikbud that is English Ability has the purpose namely as a communication in English, understanding of English as a system, cultural understanding, and general knowledge. English Ability as a communication has a purpose to extend students interpersonal relations to the international level and to gain access to world of knowledge, ideas, and values in English. This means that the students has to access it from their abroad faculty member, mentors, parents, and friends.

2. The Influence of Education Cost toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014.

Indicators included in the Education Cost variable are the costs for the improvement of teaching and learning activities, the maintenance and replacement of educational facilities and infrastructure, the improvement of student activities, the welfare costs, the university's households, and the cost of guidance, monitoring and reporting. Based on the description of research data can be seen that the Education Cost variable is on the trend of high category with the frequency of 30 students (42.86%). So, it can be said that most of the excellent class students of Economic Faculty YSU 2014 think that the Education Cost abroad is high.

The result of the research supports the second hypothesis that the Education Cost (X2) has a significant negative influence toward the Interest to Continue Studying Abroad of the excellent class students of Economic Faculty YSU 2014 (Y). This is indicated by the value of X1 regression coefficient of -0.072 which stated that any increase of Education Cost of 1 unit will decrease Interest to Continue Studying Abroad of the excellent class students of Economic Faculty YSU 2014 by 0.072 units. This means the direction of the model is negative. Based on the data analysis results obtained t_{count} value of 3,566 whose value above t_{table} of 1.9976. These results indicate that t_{count} is greater than t_{table} , this means there is a significant negative influence of the Education Cost toward Interest to Continue Studying Abroad of the excellent class students of Economic Faculty YSU 2014. In addition, the value of probability significance of Education Cost of 0.032 is smaller than 0.05, it can be stated that the Education Cost has a significant negative influence toward the Interest to Continue Studying Abroad of the excellent class students of Economic Faculty YSU 2014 so that hypothesis 2 is supported with a trust level of 95%. These results indicate that the higher the education cost, the lower the Interest to Continue Studying Abroad the excellent class students of Economic Faculty YSU 2014, otherwise the lower the Education Cost the higher the Interest to Continue Studying Abroad the excellent class students of Economic Faculty YSU 2014.

These results reinforce the theoretical description of the Journal by David Deviney, et al (2014) entitled Why some students study abroad and others stay conducted at several universities in the United States. The results of his research indicate that continuing studies abroad can provide students with a good intellectual development, such as a good open mind and have a higher tolerance attitude. However, there are several factors that influence students in making decisions to continue study abroad, namely the education cost, lack of support from the family, difficulties in the process of credit transfer, and personal relationships of students.

This result has the same finding with the previous research stated above is predicted because the education cost is the classic and basic problems of the students who want to continue study abroad. Like the statements of Riani Nurainah Lisnasari and Fitriany (2008) that the expensive education cost has become a classic problem for almost all Indonesians who are studying and has become a barrier to entry for low income people. The cost of further study abroad is much greater than that of in-country study.

3. The Influence of Perception about Abroad Education Quality toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014.

Indicators included in the Perception about Abroad Education Quality are perceptions of resources, responsibilities, curriculum, and

personnel of educational institutions. Based on the description of research data can be seen that the Perception about Abroad Education Quality is in the low category tendency with the frequency of 30 students (42.86%). So, it can be said that most of the excellent class students of Economic Faculty YSU 2014 believe that the quality of education abroad is low.

The results support the third hypothesis that the Perception about Abroad Education Quality (X3) have a significant positive influence toward the Interest to Continue Studying Abroad of the excellent class students of Economic Faculty YSU 2014 (Y). This is indicated by the value of regression coefficient X3 of 1.374 which states that any increase in Perception about Abroad Education Quality by 1 unit will increase the Interest to Continue Studying Abroad the excellent class students of Economic Faculty YSU 2014 of 1.374 units. This means the direction of the model is positive. Based on the results of data analysis obtained t_{count} value of 9,822 whose value above t_{table} of 1.9976. These results indicate that t_{count} is greater than t_{table} , this means there is a significant positive influence Perception about Abroad Education Quality toward Interest to Continue Studying Abroad of the excellent class students of Economic Faculty YSU 2014. In addition, the probability value of the significance of the Perception about Abroad Education Quality is 0,000 less than 0.05, it can be stated that the Perception about Abroad Education Quality has a significant positive influence toward the Interest

to Continue Studying Abroad of the excellent class students of Economic Faculty YSU 2014 so that hypothesis 3 is supported with a trust level of 95%. These results indicate that the higher the Perception value about Abroad Education Quality the higher the interest to continue studying abroad the excellent class students of Economic Faculty YSU 2014, otherwise if the lower the value of the Perception about Abroad Education Quality the lower the interest to continue studying abroad of the excellent class students of Economic Faculty YSU.

The results of this study also strengthen the results of previous research in the form of a dissertation conducted by Lisa Loberg (2012), Doctor of Education, University of California, Los Angeles entitled Exploring Factors that Lead to Participation in Study Abroad. The results of the study indicate that the factors that influence the student's decision to continue study abroad are the institutional culture abroad, faculty support for credit transfer, career network after continuing study, program development, and some barriers to continue study abroad such as the growing myths abroad, perceptions, and cost / financial factors.

This result has the same finding with the previous research stated above is predicted because the perception about abroad education quality in this research and the previous research has the same characteristic of the way interpret something on its respondent. Jalaluddin Rahmat (2007) states that perception is the observation of objects, events or relationships obtained by concluding information and interpreting messages. Even

tough every people has their own tendency to interpret something depend on their own factor like experiences owned by individuals, but the nature of human is always feel safe and comfort if they are on their comfort zone, in this case is in their own country living.

4. The Influence of English Ability, Education Cost, and Perception about Abroad Education Quality toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014.

The results showed that there is a significant influence of English Ability, Education Cost, and Perception about Abroad Education Quality simultaneously toward the Interest to Continue Studying Abroad. This is indicated by the test results with the F test obtained F_{count} value of 57.564 with a significance value of F of 0.000 or $F < 0.05$. The result of multiple regression test shows that the coefficient of determination (R^2) is 0,50 or 50%. The value of the coefficient of determination shows the effective contribution of the three independent variables to the dependent variable. This effective contribution means that English Ability, Education Cost, and Perception about Abroad Education Quality influence 50% Interest to Continue Study Abroad while the remaining 50% is influenced by other variables not examined in this study.

This study supports the results of research conducted by April H. Stroud, Doctor of Education, University of Massachusetts entitled

Should I Stay or Should I Go?: Factors Impacting the Decision to Study Abroad Among Students Who Have Expressed Intent. The results show that studies abroad have excellent benefits, including open-mindedness and adaptation to foreign environments, new relationships, high tolerance, and so on. However, there are several factors that encourage someone to have a decision to study abroad. Among the several internal and external factors that have been there, the financial factor is the most prominent in this study.

This result has not the same finding with the previous research stated above. In previous research, the most prominent factor is about the financial factor, but in this research the most prominent factor is in perception about abroad education quality variable with the result of relative contribution value of 59,53% and effective contribution value of 29,77%, while education cost variable has the lowest value of relative contribution that is 3,85% and the effective contribution value of 1,92%.

It is predicted because of some reason. First, most of the Indonesians (Subject of this research) rely their abroad education cost on scholarship. This can be seen on the result of questionnaire that showed the increasing of interest to continue studying abroad after they were given the choice of scholarship in education cost variable. So, it can be predicted that Indonesians thought if the ducation is not too prominent as the factor affecting the interest to continue studying because they rely their education cost on scholarship they plan to get. Second, it can be

predicted that the Indonesian has more negative perception about abroad education quality than people of other country. It makes them thought that Indonesia's education quality is better than abroad education quality, so they choose to continue studying in Indonesia rather than continue studying abroad.

D. Research Limitation

This research has been cultivated and carried out in accordance with scientific procedures, but still has limitations such as:

1. Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014 can be explained by the variables of English Ability, Education Cost, and Perception about Abroad Education Quality by 50% while the rest of 50% is influenced by other variables not examined in this study. This indicates that the three variables are not yet able to explain in its entirety about the factors that influence the Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014.
2. In this research data collection technique used questionnaires for the variable of Education Cost, Perception about Abroad Education Quality and Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014, so there may be subjective data, because the questionnaire is filled by respondents so the truth of this questionnaire depends on the condition of the respondent and the level of honesty of the respondent.

3. The population is taken from only one generation so that the generalization of the research results is valid only in that one generation.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. There is a positive and significant influence of English Ability toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014. It can be shown with regression coefficient value of 0.331. At the level of significance of 5%, can be known t_{count} amounting to 5.010 with a significance value of 0.002 because the regression coefficient has a positive value and significance value $(p) < 0.05$ then it can be concluded there is a positive and significant influence English Ability toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014.
2. There is a negative and significant influence of the Education Cost toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014. It can be shown by the value of regression coefficient of -0.072. At the significance level of 5%, can be known t_{count} amounting to 3.566 with a significance value of 0.032 because the regression coefficient has a negative value and significance value $(p) < 0.05$ then it can be concluded there is a negative and significant influence of Education Cost toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014.
3. There is a positive and significant influence of Perception about Abroad Education Quality toward Interest to Continue Studying Abroad at the

Excellent Class Students of Economic Faculty YSU 2014. It can be shown by the value of regression coefficient of 1.374. At significance level of 5%, can be known t_{count} is amounting to 9,822 with significance value equal to 0,000 because regression coefficient has positive value and significance value (p) < 0,05 it can be concluded there is positive influence and significant Perception about Abroad Education Quality toward Interest to Continue Studying Abroad at the Excellent Class Students of Economic Faculty YSU 2014.

4. There is influence of English Ability, Education Cost, and Perception about Abroad Education Quality toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014. It is shown with F_{count} value of 57,564 with F significance value of 0,00. Because of the significance value of $F < 0.05$, it can be concluded that there is influence of English Ability, Education Cost, and Perception about Abroad Education Quality simultaneously toward Interest to Continue Studying Abroad of the Excellent Class Students of Economic Faculty YSU 2014. Coefficient of determination (R^2) of 0.50 or 50%. The value of the coefficient of determination shows 50% academic procrastination can be explained by the variable of English Ability, Education Cost, and Perception about Abroad Education Quality while the rest of 50% is explained by other variable which is not examined in this research. Effective contribution of each variable is 18,31% for English Ability variable, 1,925% for Education Cost variable and 29,765% for Perception about Abroad Education Quality.

B. Suggestions

Based on the results of research and conclusion above it can be given suggestions as follows:

1. Respondent argues that aboard universities do not charge students to create a system for reporting teaching and learning activities. This means that respondents think that the cost of reporting teaching and learning activities is not too costly. We recommend that respondents seek more detailed information related to the cost component of education at foreign universities in order to be a further consideration.
2. Respondents argue that abroad universities have better employee and employee recruitment systems than in Indonesia. This can lead to the perception that the quality of education abroad is still not good enough. For those interested in studying abroad should be able to find many references and information about overseas universities that want to be addressed so that information about the quality of education abroad obtained really accurate.
3. The study found that many community members around the respondents did not advise to continue their studies abroad. This suggests that external factors (the community environment) may affect the interest of continuing studies abroad. For respondents who are interested to continue their studying abroad should strengthen

internal factors (internal interest) in order to improve and keep the interest to continue study abroad.

4. For further researchers who want to research and develop similar research, the authors suggest to do research not only within the scope of one-year generation students only, but can be in some generation or even within the university. In addition, it can also use more accurate data collection techniques rather than to a questionnaire such as by using in-depth interview techniques so that data obtained more accurate and not subjective.

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APPENDICES

RESEARCH INSTRUMENT

Trial Test Questionnaire

Research Questionnaire

ANGKET UJI COBA INSTRUMEN PENELITIAN

Assalammu'alaikum Wr. Wb.

Responden uji coba instrumen penelitian yang saya hormati,

Perkenalkan , saya Miftakhul Khoirun Niffa mahasiswa Pendidikan Akuntansi Universitas Negeri Yogyakarta. Pada kesempatan kali ini saya ingin memohon bantuan dari teman-teman mahasiswa Pendidikan Akuntansi, Pendidikan Ekonomi, Akuntansi, dan Manajemen kelas unggulan tahun 2015 untuk mengisi angket uji coba instrumen penelitian untuk keperluan penyelesaian tugas akhir skripsi saya. Penelitian yang saya lakukan berjudul “Pengaruh Kemampuan Bahasa Inggris, Biaya Pendidikan, dan Persepsi tentang Kualitas Pendidikan di Luar Negeri terhadap Minat Melanjutkan Studi ke Luar Negeri Mahasiswa Kelas Unggulan Fakultas Ekonomi UNY Tahun Angkatan 2014”.

Atas perhatian dan partisipasi dalam mengisi angket uji coba instrumen penelitian ini, saya ucapkan terimakasih. Semoga amal kebaikan teman-teman semua mendapatkan balasan yang setimpal.

Wassalammu'alaikum Wr. Wb.

Miftakhul Khoirun Niffa

085729703587

Petunjuk Pengisian

1. Waktu pengisian angket adalah 15-20 menit.
2. Tulislah identitas pada tempat yang telah disediakan.
3. Pilihlah salah satu jawaban yang menurut Anda paling sesuai dengan keadaan/pendapat Anda dengan cara memberi tanda centang (✓) pada salah satu pilihan jawaban yang disediakan.
4. Keterangan pilihan jawaban:
 - SS :Sangat Setuju
 - S :Setuju
 - TS :Tidak Setuju
 - STS :Sangat Tidak Setuju
4. Setiap pernyataan hanya diperkenankan memilih satu jawaban saja.
5. Setiap pernyataan harus diberikan jawaban (tidak ada yang dikosongkan).

Identitas Responden

1. Nama : (boleh tidak diisi)
2. Prodi/Kelas : (wajib diisi)
3. Asal Sekolah : (wajib diisi)
 - a. Nama Sekolah :
 - b. Alamat Sekolah :
4. Pekerjaan Ortu : (wajib diisi)
 - e. Ayah :
 - f. Ibu :
5. Skor ProTEFL : (wajib diisi)

Hasil dari angket ini tidak akan berpengaruh terhadap nilai Anda. Identitas responden hanya digunakan untuk mempermudah pengolahan data.

1. Angket Variabel Biaya Pendidikan

No	Pernyataan	SS	S	TS	STS
1	Diperlukan biaya yang mahal untuk membeli alat tulis yang menunjang perkuliahan di universitas luar negeri.				
2	Biaya untuk membeli buku perkuliahan di universitas luar negeri tidak mahal.				
3	Kegiatan belajar mengajar di universitas luar negeri menghabiskan biaya yang besar.				
4	Terdapat alokasi biaya untuk pemeliharaan sarana dan prasarana di dalam Biaya Pendidikan di universitas luar negeri.				
5	Dalam jangka waktu tertentu secara rutin, universitas di luar negeri mengganti sarana dan prasarana pendidikannya.				
6	Pengadaan sarana dan prasarana pendidikan di universitas luar negeri tidak menggunakan Biaya Pendidikan yang dikeluarkan oleh mahasiswa.				
7	Biaya kegiatan mahasiswa yang dilaksanakan di universitas luar negeri disubsidi oleh universitas.				
8	Kegiatan mahasiswa di universitas luar negeri tidak memungut biaya apapun.				
9	Pembinaan kegiatan mahasiswa di universitas luar negeri termasuk ke dalam alokasi pengeluaran Biaya Pendidikan.				
10	Biaya kesejahteraan pegawai di luar negeri tidak terjamin.				
11	Biaya untuk kesejahteraan pegawai diambilkan dari alokasi Biaya Pendidikan.				
12	Universitas di luar negeri memungut biaya kepada mahasiswa untuk penggunaan fasilitas rumah tangga universitas.				
13	Pengadaan kebutuhan rumah tangga universitas di luar negeri membutuhkan biaya yang besar.				
14	Universitas di luar negeri mengadakan sistem pengawasan canggih yang mahal untuk mahasiswanya.				
15	Universitas di luar negeri tidak memungut biaya kepada mahasiswa untuk membuat sistem pelaporan kegiatan belajar mengajar.				

2. Angket Variabel Persepsi tentang Kualitas Pendidikan di Luar Negeri

No	Pernyataan	SS	S	TS	STS
16	Universitas di luar negeri memiliki kemampuan untuk mengolah potensi yang ada dengan baik.				
17	Universitas di luar negeri memiliki potensi yang tidak dapat dikembangkan.				
18	Universitas di luar negeri memiliki sumber daya manusia yang baik.				
19	Universitas di luar negeri memiliki sistem kerja yang dapat dipertanggungjawabkan.				
20	Universitas di luar negeri memberikan laporan hasil belajar mahasiswa dengan penuh tanggungjawab.				
21	Universitas di luar negeri memberikan <i>follow-up</i> atas saran dan masukan dengan baik.				
22	Kurikulum yang dipakai di universitas luar negeri merupakan kurikulum yang sesuai dengan perkembangan zaman.				
23	Universitas di luar negeri menggunakan kurikulum yang menunjang dan mendukung kebutuhan karir mahasiswanya.				
24	Universitas di luar negeri menggunakan kurikulum yang tidak sesuai dengan kebutuhan dunia kerja.				
25	Universitas di luar negeri memiliki sistem rekrutmen pegawai dan karyawan yang lebih baik daripada universitas di Indonesia.				
26	Staf pengajar di universitas luar negeri lebih kompeten daripada universitas di Indonesia.				
27	Personil-personil yang ada di universitas luar negeri dapat bekerjasama dengan baik.				

3. Angket Variabel Minat Melanjutkan Studi di Luar Negeri

No	Pernyataan	SS	S	TS	STS
28	Saya mencari informasi di internet mengenai studi lanjut ke luar negeri.				
29	Saya tidak mengikuti grup <i>chat</i> /media sosial yang mendiskusikan tentang informasi studi ke luar negeri.				
30	Saya akan langsung memperhatikan ketika teman atau dosen saya membahas tentang studi lanjut ke luar negeri.				
31	Saya memiliki folder khusus di laptop atau catatan khusus di buku saya mengenai rencana studi lanjut				

	ke luar negeri.				
32	Saya tidak memiliki keinginan untuk melanjutkan studi di luar negeri.				
33	Saya akan meyakinkan orangtua untuk bisa mengizinkan saya melanjutkan studi di luar negeri.				
34	Pembahasan tentang melanjutkan studi di luar negeri selalu menarik bagi saya.				
35	Saya menghindari pembahasan tentang studi di luar negeri				
36	Keluarga saya tidak menyarankan untuk studi lanjut ke luar negeri.				
37	Ada anggota keluarga saya yang melanjutkan studi di luar negeri.				
38	Teman-teman saya mendiskusikan tentang studi lanjut ke luar negeri.				
39	Teman-teman saya tidak memberikan informasi kepada saya mengenai studi lanjut ke luar negeri.				
40	Kampus saya memberikan informasi mengenai studi lanjut ke luar negeri.				
41	Kampus saya menyelenggarakan seminar studi lanjut ke luar negeri.				
42	Studi lanjut ke luar negeri merupakan hal yang tidak biasa di lingkungan masyarakat tempat saya tinggal.				
43	Ada anggota masyarakat sekitar tempat tinggal saya yang menyarankan saya untuk melanjutkan studi ke luar negeri.				

Terimakasih atas partisipasinya.

ANGKET PENELITIAN

Assalammu'alaikum Wr. Wb.

Responden penelitian yang saya hormati,

Perkenalkan , saya Miftakhul Khoirun Niffa mahasiswa Pendidikan Akuntansi Universitas Negeri Yogyakarta. Pada kesempatan kali ini saya ingin memohon bantuan dari teman-teman mahasiswa Pendidikan Akuntansi, Pendidikan Ekonomi, Akuntansi, dan Manajemen kelas unggulan tahun 2014 untuk mengisi angket penelitian untuk keperluan penyelesaian tugas akhir skripsi saya. Penelitian yang saya lakukan berjudul “Pengaruh Kemampuan Bahasa Inggris, Biaya Pendidikan, dan Persepsi tentang Kualitas Pendidikan di Luar Negeri terhadap Minat Melanjutkan Studi ke Luar Negeri Mahasiswa Kelas Unggulan Fakultas Ekonomi UNY Tahun Angkatan 2014”.

Atas perhatian dan partisipasi dalam mengisi angket penelitian ini, saya ucapkan terimakasih. Semoga amal kebaikan teman-teman semua mendapatkan balasan yang setimpal.

Wassalammu'alaikum Wr. Wb.

Miftakhul Khoirun Niffa

085729703587

Petunjuk Pengisian

1. Waktu pengisian angket adalah 15-20 menit.
2. Tulislah identitas pada tempat yang telah disediakan.
3. Pilihlah salah satu jawaban yang menurut Anda paling sesuai dengan keadaan/pendapat Anda dengan cara memberi tanda centang (✓) pada salah satu pilihan jawaban yang disediakan.
4. Keterangan pilihan jawaban:
 - SS :Sangat Setuju
 - S :Setuju
 - TS :Tidak Setuju
 - STS :Sangat Tidak Setuju
4. Setiap pernyataan hanya diperkenankan memilih satu jawaban saja.
5. Setiap pernyataan harus diberikan jawaban (tidak ada yang dikosongkan).

Identitas Responden

1. Nama : (boleh tidak diisi)
2. Prodi/Kelas : (wajib diisi)
3. Asal Sekolah : (wajib diisi)
 - c. Nama Sekolah :
 - d. Alamat Sekolah :
4. Pekerjaan Ortu : (wajib diisi)
 - g. Ayah :
 - h. Ibu :
5. Skor ProTEFL : (wajib diisi)

Hasil dari angket ini tidak akan berpengaruh terhadap nilai Anda. Identitas responden hanya digunakan untuk mempermudah pengolahan data.

a. Angket Variabel Biaya Pendidikan

- Apakah Saudara/i berminat untuk melanjutkan studi ke luar negeri?
(Ya/Tidak)
- Apakah Saudara/i akan melanjutkan studi ke luar negeri apabila mendapat beasiswa?
(Ya/Tidak)

No	Pernyataan	SS	S	TS	STS
1	Diperlukan biaya yang mahal untuk membeli alat tulis yang menunjang perkuliahan di universitas luar negeri.				
2	Kegiatan belajar mengajar di universitas luar negeri menghabiskan biaya yang besar.				
3	Terdapat alokasi biaya untuk pemeliharaan sarana dan prasarana di dalam Biaya Pendidikan di universitas luar negeri.				
4	Dalam jangka waktu tertentu secara rutin, universitas di luar negeri mengganti sarana dan prasarana pendidikannya.				
5	Biaya kegiatan mahasiswa yang dilaksanakan di universitas luar negeri disubsidi oleh universitas.				
6	Kegiatan mahasiswa di universitas luar negeri tidak memungut biaya apapun.				
7	Pembinaan kegiatan mahasiswa di universitas luar negeri termasuk ke dalam alokasi pengeluaran Biaya Pendidikan.				
8	Biaya kesejahteraan pegawai di luar negeri tidak terjamin.				
9	Biaya untuk kesejahteraan pegawai diambilkan dari alokasi Biaya Pendidikan.				
10	Universitas di luar negeri memungut biaya kepada mahasiswa untuk penggunaan fasilitas rumah tangga universitas.				
11	Pengadaan kebutuhan rumah tangga universitas di luar negeri membutuhkan biaya yang besar.				
12	Universitas di luar negeri mengadakan sistem pengawasan canggih yang mahal untuk mahasiswanya.				
13	Universitas di luar negeri tidak memungut biaya kepada mahasiswa untuk membuat sistem pelaporan kegiatan belajar mengajar.				

b. Angket Variabel Persepsi tentang Kualitas Pendidikan di Luar Negeri

No	Pernyataan	SS	S	TS	STS
14	Universitas di luar negeri memiliki kemampuan untuk mengolah potensi yang ada dengan baik.				
15	Universitas di luar negeri memiliki sumber daya manusia yang baik.				
16	Universitas di luar negeri memiliki sistem kerja yang dapat dipertanggungjawabkan.				
17	Universitas di luar negeri memberikan laporan hasil belajar mahasiswa dengan penuh tanggungjawab.				
18	Universitas di luar negeri memberikan <i>follow-up</i> atas saran dan masukan dengan baik.				
19	Kurikulum yang dipakai di universitas luar negeri merupakan kurikulum yang sesuai dengan perkembangan zaman.				
20	Universitas di luar negeri menggunakan kurikulum yang menunjang dan mendukung kebutuhan karir mahasiswanya.				
21	Universitas di luar negeri memiliki sistem rekrutmen pegawai dan karyawan yang lebih baik daripada universitas di Indonesia.				
22	Staf pengajar di universitas luar negeri lebih kompeten daripada universitas di Indonesia.				
23	Personil-personil yang ada di universitas luar negeri dapat bekerjasama dengan baik.				

c. Angket Variabel Minat Melanjutkan Studi di Luar Negeri

No	Pernyataan	SS	S	TS	STS
24	Saya mencari informasi di internet mengenai studi lanjut ke luar negeri.				
25	Saya tidak mengikuti grup <i>chat</i> /media sosial yang mendiskusikan tentang informasi studi ke luar negeri.				
26	Saya akan langsung memperhatikan ketika teman atau dosen saya membahas tentang studi lanjut ke luar negeri.				
27	Saya memiliki folder khusus di laptop atau catatan khusus di buku saya mengenai rencana studi lanjut ke luar negeri.				
28	Saya akan meyakinkan orangtua untuk bisa mengijinkan saya melanjutkan studi di luar negeri.				
29	Pembahasan tentang melanjutkan studi di luar				

	negeri selalu menarik bagi saya.				
30	Ada anggota keluarga saya yang melanjutkan studi di luar negeri.				
31	Teman-teman saya mendiskusikan tentang studi lanjut ke luar negeri.				
32	Teman-teman saya tidak memberikan informasi kepada saya mengenai studi lanjut ke luar negeri.				
33	Kampus saya memberikan informasi mengenai studi lanjut ke luar negeri.				
34	Kampus saya menyelenggarakan seminar studi lanjut ke luar negeri.				
35	Studi lanjut ke luar negeri merupakan hal yang tidak biasa di lingkungan masyarakat tempat saya tinggal.				
36	Ada anggota masyarakat sekitar tempat tinggal saya yang menyarankan saya untuk melanjutkan studi ke luar negeri.				

Terimakasih atas partisipasinya.

RESEARCH INSTRUMENT

Trial Test Data

The Result of Validity & Reliability Test

Research Data

a Variabel Biaya Pendidikan (X2)

Butir	r hitung	r tabel	Keterangan
1	,457*	0,361	Valid
2	,223	0,361	Tidak Valid
3	,699**	0,361	Valid
4	,594**	0,361	Valid
5	,575**	0,361	Valid
6	-,144	0,361	Tidak Valid
7	,483**	0,361	Valid
8	,636**	0,361	Valid
9	,466**	0,361	Valid
10	-,396*	0,361	Valid
11	,666**	0,361	Valid
12	,679**	0,361	Valid
13	,471**	0,361	Valid
14	,703**	0,361	Valid
15	,552**	0,361	Valid

b Variabel Persepsi ttg Kualitas Pendidikan di Luar Negeri (X3)

Butir	r hitung	r tabel	Keterangan
16	,771**	0,361	Valid
17	,073	0,361	Tidak Valid
18	,640**	0,361	Valid
19	,830**	0,361	Valid
20	,728**	0,361	Valid
21	,710**	0,361	Valid
22	,664**	0,361	Valid
23	,680**	0,361	Valid
24	,189	0,361	Tidak Valid
25	,605**	0,361	Valid
26	,675**	0,361	Valid
27	,850**	0,361	Valid

c Variabel Minat Melanjutkan Studi ke Luar Negeri (Y)

Butir	r hitung	r tabel	Keterangan
28	,726**	0,361	Valid
29	,649**	0,361	Valid
30	,771**	0,361	Valid
31	,636**	0,361	Valid
32	,139	0,361	Tidak Valid
33	,742**	0,361	Valid
34	,690**	0,361	Valid
35	,023	0,361	Tidak Valid
36	-,092	0,361	Tidak Valid
37	,677**	0,361	Valid
38	,603**	0,361	Valid
39	,575**	0,361	Valid
40	,582**	0,361	Valid
41	,440*	0,361	Valid
42	,649**	0,361	Valid
43	,665**	0,361	Valid

d Estimasi Reliabilitas

Variabel	Koefisien Reliabilitas	Interpretasi
X2	0,718607003	Tinggi
X3	0,914301905	Sangat Tinggi
Y	0,892346028	Sangat Tinggi

Data Penelitian

Resp	Skor ProTEFL	1	2	3	4	5	6	7	8	9	10	11	12	13	Skor
1	470	4	4	3	3	2	4	2	4	2	3	3	3	2	39
2	467	4	4	4	4	4	2	3	3	4	4	3	4	3	46
3	457	4	4	3	4	4	3	4	4	4	4	3	3	2	46
4	510	3	3	3	3	4	2	3	4	3	3	3	2	2	38
5	427	4	4	4	3	3	3	3	3	3	3	3	3	3	42
6	433	3	3	3	3	4	3	4	3	4	4	4	4	3	45
7	437	4	3	4	3	4	3	4	3	4	3	4	4	3	46
8	457	3	4	3	3	2	4	2	4	3	3	4	3	3	41
9	440	4	4	3	4	4	3	4	3	4	4	4	4	3	48
10	490	4	3	4	3	4	3	4	3	4	3	4	3	3	45
11	467	4	4	3	3	4	3	4	3	3	4	4	4	2	45
12	467	4	3	4	2	4	3	4	3	4	4	3	4	3	45
13	427	1	3	4	3	4	3	4	4	4	4	4	4	3	45
14	437	4	3	4	4	4	3	4	3	4	3	3	3	3	45
15	472	3	3	4	4	3	3	4	4	4	4	4	3	2	45
16	437	4	4	3	3	2	3	3	3	2	3	2	3	3	38
17	435	3	3	3	3	3	3	4	3	4	4	4	4	4	45
18	433	3	4	3	3	3	3	3	2	2	3	4	4	3	40
19	440	4	4	4	4	4	4	4	4	4	4	4	4	4	52
20	433	2	3	3	3	3	4	3	3	3	3	3	3	2	38
21	453	3	4	3	3	3	3	3	3	2	3	3	3	2	38
22	480	2	2	3	3	3	2	3	3	3	2	2	2	2	32
23	325	4	3	3	3	3	4	3	3	4	4	4	3	4	45
24	450	3	3	3	3	4	2	3	3	2	3	3	4	2	38
25	456	4	4	4	4	3	1	3	2	4	4	3	4	1	41
26	457	4	4	4	3	1	4	4	2	2	2	3	3	3	39
27	450	4	4	3	4	4	3	4	4	4	4	4	4	2	48
28	457	3	3	4	3	3	4	3	4	3	3	3	3	2	41
29	470	4	4	3	3	3	4	3	3	3	3	3	3	2	41
30	450	4	4	4	4	2	4	3	3	3	3	3	3	3	43
31	467	4	4	3	4	4	3	4	3	4	4	4	4	3	48
32	437	3	3	3	3	3	3	3	3	3	3	3	3	3	39
33	470	4	3	4	3	3	3	4	4	4	4	4	3	2	45
34	430	2	3	3	3	3	3	3	3	3	3	3	3	3	38
35	410	4	4	4	4	4	2	3	4	2	1	3	3	1	39
36	437	4	3	3	3	3	3	4	3	4	4	3	4	4	45
37	476	4	3	3	4	3	4	3	3	3	4	4	4	3	45
38	450	4	4	4	3	4	1	3	4	3	4	4	3	4	45
39	430	4	3	4	4	4	3	4	3	4	4	4	4	3	48
40	500	4	3	4	3	3	3	4	3	4	4	3	4	3	45
41	427	2	2	3	3	3	3	3	3	2	2	2	2	2	32
42	453	3	3	3	3	3	3	3	3	3	3	3	3	3	39
43	453	3	3	3	3	3	3	3	3	3	3	3	3	3	39
44	470	3	4	3	3	2	4	3	3	3	3	3	2	2	38
45	430	4	4	3	3	3	2	4	1	3	4	3	3	1	38

Resp	14	15	16	17	18	19	20	21	22	23	Skor
1	3	4	3	3	3	4	3	1	3	3	30
2	3	3	3	3	3	3	3	3	3	3	30
3	4	4	3	3	3	3	3	2	3	3	31
4	3	3	3	3	3	4	3	1	2	3	28
5	3	3	3	3	3	3	3	2	3	3	29
6	3	3	3	3	3	3	3	3	3	3	30
7	3	3	3	3	3	3	3	2	4	4	31
8	4	4	4	3	3	3	4	2	3	3	33
9	4	3	3	3	3	4	4	1	4	4	33
10	3	3	3	3	3	3	3	2	3	3	29
11	4	3	3	3	4	4	4	4	2	3	34
12	4	3	3	3	3	3	3	2	3	3	30
13	4	3	3	3	4	4	3	1	2	3	30
14	3	3	3	3	3	3	3	3	3	3	30
15	4	4	4	4	4	4	4	1	2	3	34
16	4	4	4	4	4	4	4	1	4	4	37
17	4	4	4	3	3	3	3	1	2	4	31
18	4	4	4	4	4	3	4	1	2	4	34
19	3	3	3	3	3	2	2	1	3	2	25
20	4	4	3	3	3	3	3	2	2	3	30
21	3	3	3	3	3	3	3	2	3	3	29
22	3	3	3	3	3	3	3	2	2	3	28
23	3	3	3	3	2	3	3	2	3	3	28
24	3	3	3	3	3	3	3	2	3	3	29
25	4	4	3	3	3	3	4	1	3	4	32
26	4	4	4	4	4	4	4	4	2	3	37
27	3	3	3	3	3	3	3	2	3	3	29
28	3	3	3	3	3	3	3	2	3	3	29
29	3	3	3	3	4	4	4	2	3	3	32
30	4	4	4	4	4	4	4	1	4	4	37
31	3	3	3	3	3	3	3	3	2	2	28
32	3	3	3	3	3	3	3	2	3	3	29
33	3	3	3	3	3	3	3	3	3	3	30
34	3	4	4	3	3	3	3	3	4	3	33
35	3	3	3	3	3	3	3	2	2	3	28
36	3	3	3	3	3	3	3	2	3	3	29
37	3	3	3	3	3	3	3	2	2	3	28
38	4	3	3	3	3	3	3	1	2	3	28
39	3	3	3	3	3	3	4	2	3	3	30
40	3	3	3	3	3	3	3	2	3	3	29
41	3	3	3	3	3	3	3	3	2	3	29
42	3	3	3	3	3	3	3	2	3	3	29
43	3	3	3	3	3	3	3	2	2	3	28
44	4	4	4	4	4	4	4	2	4	4	38
45	4	4	3	3	3	3	4	1	4	4	33
46	4	3	3	4	4	3	3	2	3	3	32
47	3	3	3	3	3	4	3	2	3	3	30

Resp	24	25	26	27	28	29	30	31	32	33	34	35	36	Skor
1	3	1	3	2	2	3	2	3	3	3	3	4	2	34
2	3	2	4	4	3	4	2	2	2	2	2	2	1	33
3	3	1	3	2	2	3	2	3	3	3	3	4	2	34
4	3	2	4	4	3	4	2	2	2	2	2	2	1	33
5	4	2	4	1	4	4	1	3	3	3	2	2	1	34
6	3	2	4	4	3	4	2	2	2	2	2	2	1	33
7	2	2	4	4	3	4	2	2	2	2	2	2	1	32
8	3	1	3	2	2	3	2	3	3	3	3	4	2	34
9	4	2	4	1	4	4	1	3	3	3	2	2	1	34
10	2	2	4	4	3	4	2	2	2	2	2	2	1	32
11	2	2	4	1	4	4	1	3	3	3	2	2	1	32
12	3	2	4	4	3	4	2	2	2	2	2	2	1	33
13	4	1	3	2	2	3	2	3	3	3	3	4	2	35
14	4	2	4	1	4	4	1	3	3	3	2	2	1	34
15	4	2	4	1	4	4	1	3	3	3	2	2	1	34
16	4	2	4	4	3	4	2	2	2	2	2	2	1	34
17	3	1	3	2	2	3	2	3	3	3	3	4	2	34
18	3	2	3	4	3	3	4	4	1	4	4	2	3	40
19	4	3	2	3	3	2	3	2	3	3	3	2	2	35
20	3	3	3	2	3	4	3	3	3	4	3	3	3	40
21	2	2	3	2	2	3	2	2	2	3	2	2	2	29
22	3	3	3	3	3	3	2	3	3	3	2	3	3	37
23	2	2	3	2	2	3	2	2	2	3	2	2	2	29
24	3	2	3	4	3	3	4	4	1	4	4	2	3	40
25	2	3	2	3	3	2	3	2	3	3	3	2	2	33
26	2	2	2	2	2	2	2	2	3	4	3	3	3	32
27	2	3	2	2	2	2	2	2	3	2	2	3	2	29
28	2	3	2	2	2	1	1	1	4	1	2	3	2	26
29	2	3	2	1	2	2	2	1	4	3	3	4	1	30
30	2	3	2	1	2	2	1	3	2	3	3	2	2	28
31	3	3	3	3	3	3	2	2	3	3	3	2	2	35
32	3	2	3	2	3	3	2	3	3	3	3	2	2	34
33	4	2	3	3	3	3	2	2	2	3	3	2	2	34
34	3	2	3	2	3	3	2	3	3	2	2	2	2	32
35	4	3	3	4	4	3	4	4	4	4	4	3	4	48
36	3	3	3	4	3	3	2	2	3	3	3	2	2	36
37	3	2	3	2	3	3	2	3	3	3	3	2	2	34
38	4	3	3	3	3	3	3	3	2	3	3	3	3	39
39	2	2	3	2	2	3	2	2	3	3	2	2	2	30
40	3	2	3	2	3	3	2	2	2	2	2	3	3	32
41	3	2	2	2	2	2	3	2	3	3	2	2	2	30
42	2	3	3	2	3	2	1	2	3	3	2	2	2	30
43	2	2	3	2	3	3	2	3	3	3	3	2	3	34
44	3	4	2	3	3	3	4	3	1	4	4	1	2	37
45	4	2	3	4	3	4	3	1	4	1	2	4	1	36
46	2	2	3	2	2	2	2	2	2	3	3	2	2	29
47	2	3	2	2	2	2	2	2	3	3	3	3	2	31

PREREQUISITE ANALYSIS

Linearity Test

Multicollinearity Test

Heteroscedasticity Test

SPSS Output of Linearity Test

ANOVA Table

				Sum of Squares	df	Mean Square	F	Sig.
(Combined)				44,170	3	14,723	1,083	,362
Minat Melanjutkan Studi ke Luar Negeri *	Between Groups	Linearity		19,737	1	19,737	1,452	,233
Kemampuan Bahasa Inggris	Deviation from Linearity			24,433	2	12,217	,899	,412
Within Groups				897,101	66	13,592		
Total				941,271	69			

ANOVA Table

				Sum of Squares	df	Mean Square	F	Sig.
(Combined)				124,057	13	9,543	,654	,798
Minat Melanjutkan Studi ke Luar Negeri *	Between Groups	Linearity		25,408	1	25,408	1,741	,192
Biaya Pendidikan	Deviation from Linearity			98,649	12	8,221	,563	,862
Within Groups				817,214	56	14,593		
Total				941,271	69			

ANOVA Table

				Sum of Squares	df	Mean Square	F	Sig.
(Combined)				233,475	11	21,225	1,739	,087
Minat Melanjutkan Studi ke Luar Negeri *	Between Groups	Linearity		3,894	1	3,894	,319	,574
Persepsi tentang Kualitas Pendidikan di Luar Negeri	Deviation from Linearity			229,581	10	22,958	1,881	,067
Within Groups				707,796	58	12,203		
Total				941,271	69			

SPSS Output of Multicollinearity Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	55,185	13,396		4,120	,000		
Kemampuan Bahasa Inggris	-,172	,149	-,138	-1,153	,253	,999	1,001
Biaya Pendidikan	-,170	,130	-,157	-1,306	,196	,997	1,003
Persepsi tentang Kualitas Pendidikan di Luar Negeri	-,076	,159	-,058	-,481	,632	,999	1,001

a. Dependent Variable: Minat Melanjutkan Studi ke Luar Negeri

SPSS Output of Heteroscedasticity Test

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	5,786	8,468		,683	,497		
Kemampuan Bahasa Inggris	-,038	,094	-,048	-,402	,689	,999	1,001
Biaya Pendidikan	,131	,082	,188	1,585	,118	,997	1,003
Persepsi tentang Kualitas Pendidikan di Luar Negeri	-,165	,100	-,195	-1,643	,105	,999	1,001

a. Dependent Variable: abresid

THE RESULT OF DATA ANALYSIS

Multiple Regression result

Multiple Regression Analysis Result

Variables Entered/Removed ^a			
Model	Variables Entered	Variables Removed	Method
1	Persepsi tentang Kualitas Pendidikan di Luar Negeri, Kemampuan Bahasa Inggris, Biaya Pendidikan ^b	.	Enter

a. Dependent Variable: Minat Melanjutkan Studi ke Luar Negeri

b. All requested variables entered.

Output of Determination Test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,223 ^a	,50	,006	3,682

a. Predictors: (Constant), Persepsi tentang Kualitas Pendidikan di Luar Negeri, Kemampuan Bahasa Inggris, Biaya Pendidikan

b. Dependent Variable: Minat Melanjutkan Studi ke Luar Negeri

Output of F Test Analysis

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	46,645	3	15,548	57,564	,000 ^b
Residual	894,627	66	13,555		
Total	941,271	69			

a. Dependent Variable: Minat Melanjutkan Studi ke Luar Negeri

b. Predictors: (Constant), Persepsi tentang Kualitas Pendidikan di Luar Negeri, Kemampuan Bahasa Inggris, Biaya Pendidikan

Output of t Test Analysis

Coefficients ^a								
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics		
	B	Std. Error	Beta			Tolerance	VIF	
1 (Constant)	-2,135	3,844		-,555	,000			
Kemampuan Bahasa Inggris	,331	,066	,310	5,010	,002	,999	1,001	
Biaya Pendidikan	-,072	,128	,033	3,566	,032	,997	1,003	
Persepsi tentang Kualitas Pendidikan di Luar Negeri	1,374	,140	,605	9,822	,000	,999	1,001	

a. Dependent Variable: Minat Melanjutkan Studi ke Luar Negeri